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ABSTRACT

This guide presents the "minimum teaching essentials" published by the New York City Board of Education for grades 5-9. Subjects covered include: (1) communication arts; (2) English as a second language; (3) foreign language; (4) home economics; (5) industrial arts; (6) library skills; and (7) typewriting. Study skills for these areas are given with content areas and descriptors for specific skills and knowledge. Sections on child development and career education are also included. Appended are phonemes tables and a list of curriculum publications. (Author/APM)

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MINIMUM TEACHING ESSENTIALS

Grades 5-9

Special Subjects

English as a Second Language, Foreign Language, Home Economics,

Industrial Arts, Library Media, Typewriting

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Industrial Arts, Library Media, Typewriting**



NEW YORK CITY BOARD OF EDUCATION
OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT • DIVISION OF CURRICULUM & INSTRUCTION

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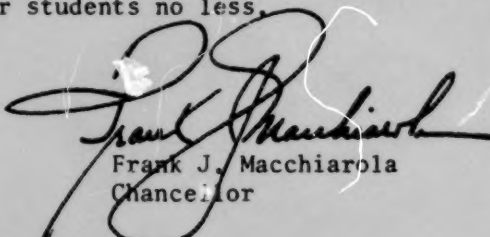
Minimum Teaching Essentials: Special Subjects, Grades 5-9
is excerpted from Minimum Teaching Essentials: Grades K-9
published in 1979. Communication Arts, Grades 5-9 has also
been included since all subject areas reinforce basic
communication skills.

Foreword

Decentralization imposes upon District Community School Boards the responsibility to control and operate, in a form consistent with the policies of the Central Board of Education, all pre-kindergarten, nursery, kindergarten, elementary, intermediate, and junior high schools. Community Boards also decide matters of instruction and select textbooks and ancillary materials, subject to the prior approval of the Chancellor. Decentralization thus allows districts the flexibility and differentiation necessary to meet the varying needs of their students.

At the same time, the decentralization law also continues the power vested in the Office of the Chancellor to "promulgate minimum educational standards and curriculum requirements for all schools and programs throughout the city district."* It is hoped that Minimum Teaching Essentials K-9 will provide every educator with the knowledge of what must be taught in content and basic skills for each grade level in all curriculum areas, thus offering every student an instructional program governed by the approved curriculum. Presenting such essentials is also a step toward creating the continuity of instruction desirable for a city with high pupil mobility.

Students in most classrooms will be taught more than is specified as a minimum. Supervisors and teachers will innovate, enrich, and extend curricula whenever possible. But this bulletin forms the teaching base required to maintain educational standards and ensure appropriate learning opportunities in every classroom. We can offer our students no less.



Frank J. Macchiarola
Chancellor

* New York State Education Law, Article 52, paragraph 2590-h.

Acknowledgments

The curriculum publication, Minimum Teaching Essentials K-9, was initiated by Irving Anker, former Chancellor of the New York City Public School System. Both the experimental and the revised editions were prepared as projects of the Division of Curriculum and Instruction, Arnold Webb, Executive Director*.

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*The organizational structure and titles throughout the acknowledgments are those in effect at the time of initial printing.

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district supervisors and members of institutions of
higher education whose suggestions have contributed
greatly to this document.

Because of the large number of individual contributors,
names have been listed in the section entitled Credits.

Introduction

This revised edition of Minimum Teaching Essentials K-9 presents the minimum in basic skills and knowledge which must be taught within each curriculum area. It does not constitute the full scope of the various courses of study. It should also be noted that this publication does not include teacher methodology, student attitudes and appreciations, or moral and ethical values. Previously published bulletins provide the necessary support to help education design and implement the complete and appropriate curriculum. The purpose of this document is to provide administrators, teachers, parents, and other members of the educational community with a comprehensive resource which identifies, within all disciplines, the basic body of knowledge and skills to be taught at each grade or level.

The organization of the bulletin begins with a broad perspective of each subject area. These statements highlight the major components of the individual disciplines and indicate the role each area plays in the total educational process. Statements of the philosophy, goals, and guidelines for bilingual education are included. Career education is represented with basic understandings for each grade.

Reading and language arts are integrated as "communication arts," reflecting the interdependent nature of listening, speaking, reading and writing. This arrangement also reinforces the principle that specific reading skills are a means to increase students' abilities to read for pleasure and information, and are not ends in themselves. The communication arts section is presented in uninterrupted sequence K-9 and precedes the other subject areas.

A child development focus appears before grades K-2, 3-5, and 6-9. This section reviews children's basic psychological needs, and the physical, socio-emotional, and intellectual growth patterns expected of a particular age group. The work-study skills used in all subject areas are presented in chart form for K-2, 3-5, and 6-9.

English as a second language and foreign languages in the elementary school (FLES) are also treated by levels and precede the subjects which are grouped by grade. Specialized subjects for the intermediate or junior high school are presented course by course. These are: foreign languages, home economics, industrial arts, and typewriting.

All other curriculum subjects within a grade level are grouped together, i.e., for the third grade the order is art, health education, library-media, music, physical education, science, and social studies. Each page presents content area and/or topics with descriptors for specific skills and knowledge. References for suggested classroom implementation are keyed to existing bulletins where relevant. Bulletin titles are found on the first page of subject areas for each grade. Some subjects offer suggestions for the number of days or weeks to be devoted to a topic within that area.

The publication of this bulletin represents a major step in establishing minimum curriculum essentials. The translation of these standards into effective learning for every student will be realized only with the creative skill and dedication of all of us in the educational community of New York City.

Arnold Webb
Executive Director

Child Development Focus

CHILD DEVELOPMENT FOCUS

CHILDREN'S NEEDS

Basic needs, the same for all children, are the drives that influence behavior. These needs include:

1. NEED TO BE VALUED

A child's self-image has top priority. A child can't be "somebody" unless the child is "somebody" to somebody else. Self-image must be reflected in the eyes and actions of those the child loves and values. All children must be valued for who they are, where they come from, and what they bring with them from their culture, language, desires, and expectations.

2. NEED TO DO

Children learn by using all their senses to explore, discover, and form judgments about the things in their world.

3. NEED TO SHARE WITH PEOPLE THEY TRUST AND BE TRUSTED TO SHARE

Children need adults who care, who can guide the children's discovery into mutually respected action, who inspire and develop competence and confidence.

4. NEED TO BE GIVEN A CHANCE TO GROW AT HIS OR HER RATE IN HIS OR HER OWN WAY

Growth for children has many dimensions — social, emotional, physical, and intellectual. Growth is uneven and highly individual. All children do not reach the same level of growth at the same age, nor does a child grow in the same way in all areas.

The teaching adult should be familiar with the levels of growth in each area, which may or may not correspond with the chronological age of each child.

PRINCIPLES OF GROWTH AND DEVELOPMENT

Basic principles that enable persons to guide children with a degree of assurance include:

1. DIFFERENTIATION

Development proceeds from simple to complex. In both structure and activity, development is gradual in the direction of complexity and variety. Differentiated structures and functions become organized in new and more inclusive patterns.

2. DISCONTINUITY OF GROWTH RATE

Development is never uniform or all at the same time. Various parts and systems grow at various rates at a different time. Growth shows characteristic spurts or peaks and then slows down to periods of relative latency.

3. INTERRELATEDNESS OF GROWTH

Every aspect of the child's life affects every other aspect. The physical and social environment as well as factors of personality and physical development affects academic achievement.

4. DIVERSITY OF GROWTH

No two children are exactly alike. No two grow quite alike. Wide differences exist among children of the same age, the same family, and from the same community. Each child has his or her unique growth style.

OVERVIEW: Generally includes ages eleven to fifteen. Early adolescence is a period of rapid growth that transforms the child into an adult. It is the period in which the young person attains adult status, appearance and sexual maturity, in the physical sense. The adolescent develops formal or abstract thinking abilities.

PHYSICAL	SOCIO-EMOTIONAL	INTELLECTUAL..
<u>Eleven - twelve Year Old</u> • Wide variations in physical maturity occur. Girls are about two years ahead of boys in beginning the adolescent cycle of growth and tend to reach physiological maturity earlier; girls tend to be larger and stronger than boys of the same age. • Marked physical changes may affect their energy; the child may easily tire. • May show awkwardness in movement due to rapid muscular and skeletal growth • Team spirit is strong; child may enjoy vigorous games.	<u>Eleven - twelve Year Old</u> • Is restless and eager for activity, exuberant, outgoing and boisterous • Skills and boldness are admired. • Quarrels and makes up readily; responds to anger frequently and violently, physically and verbally • Similarity of interests and mental age increasingly influence choice of friends; has developed a strong loyalty to peers. • As puberty approaches, child may desire periods of aloneness and may show beginnings of shyness. • May have fears although may not admit it • Has a growing sense of humor	<u>Eleven - twelve Year Old</u> • Is capable of being absorbed in manipulative, constructive, and experimental activities • Ability to reason is on the increase, with an understanding of abstract ideas. Continued heightening of emotional susceptibility Can understand human reproduction more fully

PHYSICAL	SOCIO-EMOTIONAL	INTELLECTUAL
	<u>Eleven - Twelve Year Old</u> (cont.) • Has admiration for the more skillful. • Is critical of adults, yet tends to act politely, factually, seriously, honestly, and confidingly with adults.	
<u>Thirteen-Year-Old</u> • Is less awkward and angular • Boys approach girls in height • Girls are still more physically mature than boys. • Has very high energy level • Muscular growth is rapid; restlessness may be a concomitant.	<u>Thirteen-Year-Old</u> • Is sometimes moody, withdrawn, and reflective • Has fewer friends • Sex consciousness may cause self-consciousness and shyness with opposite sex; however, the desire to tease appears as part of the sex attraction. Inner attitudes and tensions may be brought on by changes in body buildup and chemistry. • Often forms strong attachments to adults who show personal interest. Tendency to idol worship	<u>Thirteen-Year-Old</u> • Increases in critical thinking capacity • Is inclined to solve own problems; increasingly logical approaches to problems • Gains in memorizing ability

PHYSICAL	SOCIO-EMOTIONAL	INTELLECTUAL
<u>Thirteen-Year-Old (Cont.)</u> • Puberty cycle is still in progress; development of secondary sex characteristics continues. • Increases in height and weight may cause poor posture. • The heart may not develop rapidly enough to keep pace with unusual growth of body and limbs; fainting and dizziness may occur.	<u>Thirteen-Year-Old (Cont.)</u> • Conduct is influenced by the opinions of the group to which the boy or girl belongs. Attempts by adults to criticize their child's friend's qualities often intensify loyalties to the friend. Child may tend to reject parents or may feel rejected because of conflicts over behavior and authority relations.	
<u>Fourteen-Year-Old</u> • Girls are about two years ahead of boys at this age; sexual differences become more noticeable. • Posture is improving; general health is reflected in appearance. • Increased muscular development and resistance to fatigue make new skills and activities possible. More demanding sports may be played.	<u>Fourteen-Year-Old</u> • Is resentful of parental control; enjoys doing things independently • Group approval is of primary importance. • Expresses feelings freely; generally happy and friendly but does have short, explosive bursts of temper • Sexual manifestations may cause self-consciousness and, in turn, sexual delinquency may be caused by a feeling of non-belonging in the home.	<u>Fourteen-Year-Old</u> • Approaches crest of intellectual development, but judgment is far from mature • Uneven development occurs in various areas; the adolescent may be adult in grasping mental problems, yet remain a child in body and emotions.

PHYSICAL	SOCIO-EMOTIONAL	INTELLECTUAL
<u>Fourteen-Year-Old (Cont.)</u> Increased control over accessory muscles makes possible many new skills and refinements in previous skills		<u>Fourteen-Year-Old (Cont.)</u> - Concepts of natural laws and physical relationships are almost fully developed. - Ability to use formal logic is generally superior to experimental capacity. - Usually strives for outstanding performance.
<u>Fifteen-Year-Old</u> - May have achieved physiological adulthood - Continued improvement in muscular coordination - Puberty cycle is completed in majority of cases. - May have periods of glandular instability with fluctuations in energy level; ailments may include headache, nose bleed, palpitation, nervousness and acne.	<u>Fifteen-Year-Old</u> - Is intensely emotional while trying to understand social relationships. - Is more cheerful, friendly, outgoing; shows better control of temper and feelings - Parent-adolescent conflict is at its peak. Adolescent has tendency to respond more to the influence of a teacher than of the parent. Conformity to group may be stronger than conformity to parental controls. - Likes to be independent; shows a "know it all" attitude - Interest in and emphasis on physical attractiveness and good grooming may be at their height.	<u>Fifteen-Year-Old</u> - Generally thinks clearly and logically - Deals well with abstract problems - Can make use of capabilities, e.g., becoming discussion leaders, assuming increasing responsibility for school activities - Is more apt to think independently - Is intellectually serious

Career Education
Grades 5-9

Career education is an educational approach which seeks to provide students with the knowledge and skills necessary for becoming self-fulfilled and productive members of society. It incorporates large components of the humanistic and experiential learning movements, and seeks to educate the total person. It is as concerned with the development of basic academic skills as it is with the development of career awareness and occupational skills. It seeks to expand, not narrow, the learner's career horizons by incorporating into the regular curriculum concepts of personal growth and career development. Career education is a process, not a product. It is a process which seeks to make the educational experience more meaningful through bridging the gap between what is taught in the classroom and what the learner perceives as going on in the "real" world.

CAREER EDUCATION

To accomplish this, it offers a variety of strategies sculpted around the concept of working its eight essential elements into the classroom on a daily basis. These elements are:

- | | |
|------------------------------|-------------------------|
| .self awareness | .educational awareness |
| .decision-making skills | .career awareness |
| .attitudes and appreciations | .beginning competencies |
| .economic awareness | .employability skills |

Such elements as career awareness, educational awareness, and economic awareness seek to inform the learner of the broad vista of career possibilities; establish a link between what is being taught in school and what goes on in the world outside the classroom, and give the learner an understanding of the roles of consumer, producer, and provider as these operate in the larger economic society.

Such elements as self-awareness, decision-making skills, and attitudes and appreciations seek to give learners insight into their own abilities, interests, and thought processes; and help them understand the dynamics of decision-making:

foreseeing consequences, considering alternatives, making a decision, acting on it, and assessing the outcome; provide them with decision-making experiences in real and simulated situations; assist them in exploring personal values, and in relating these values to school experiences and possible career options.

Such elements as beginning competencies and employability skills seek to give learners a strong foundation of basic academic and manipulative skills essential to success in school and work and provide them with the specific skills necessary for further education or training, or for entry-level employment. An emphasis on "hands-on," learning by doing, is a shaping factor of all career education.

The main strategy for implementing career education in the classroom is infusion. Infusion is the incorporation of at least one of the eight career education elements mentioned above into the regular curriculum, giving the resultant lesson, be it math, science, language arts, social studies, or some other subject area, a career education focus (see diagram).

Career education is much more, then, than just teaching about jobs. On the following pages, basic understandings for each grade, K - 9, are presented to provide a framework for career education implementation at the classroom level. These outcomes are adapted from the National Career Education Model Goal Statements.

REGULAR CURRICULUM
TOPICS

Selected Topic

INFUSED LESSON

Approach and presentation of topic changed through incorporating the career education element(s)

CAREER EDUCATION
8 ELEMENTS

Selected Career Education Elements(s)

In addition to the infusion of a career education element, occupational information may frequently be incorporated in a lesson. The Basic Occupational Clusters into which careers are grouped are:

Health
Marine Science
Consumer and Homemaking Education
Manufacturing
Marketing and Distribution
Public Service
Agri-Business and Natural Resources
Communications and Media

Transportation
Fine Arts and Humanities
Personal Services
Construction
Environment
Business and Office
Hospitality and Recreation

CAREER EDUCATION GRADE FIVE

ELEMENT

BASIC UNDERSTANDING

SELF AWARENESS

The worker has both rights and responsibilities.

DECISION MAKING

The decision-making process can be applied to school-related problems.

ATTITUDES AND APPRECIATIONS

Working roles have advantages and disadvantages.

CAREER AWARENESS

Different lifestyles are associated with each occupational cluster.

ECONOMIC AWARENESS

There is a law of supply and demand.

EDUCATIONAL AWARENESS

The role of the individual is related to environment and to the roles of selected adults.

BEGINNING COMPETENCY

Mass production calls for division and specialization of labor. Measurement tools can be mastered.

EMPLOYABILITY SKILLS

The school environment is related to the larger society and has similar needs for structure and order.

CAREER EDUCATION GRADE SIX

ELEMENT

BASIC UNDERSTANDING

SELF AWARENESS

An understanding of one's strengths and preferences helps in the selection of appropriate career clusters.

DECISION MAKING

The decision-making process can be applied to home and social-related problems.

ATTITUDES AND APPRECIATIONS

Personal growth and development are tied to one's occupational endeavors.

CAREER AWARENESS

Occupational clusters and the jobs within them require specific abilities and skills.

ECONOMIC AWARENESS

Specialization creates an interdependent society.

EDUCATIONAL AWARENESS

- Reading, writing, number skills, and science are used in various occupational areas.

BEGINNING COMPETENCY

Tools and processes are used in research. Simple machines combine to produce complex machinery.

EMPLOYABILITY SKILLS

The individual's role in society affects personal satisfaction and group achievement and morale.

CAREER EDUCATION GRADE SEVEN

ELEMENT

BASIC UNDERSTANDING

SELF AWARENESS

Interests and abilities are related to choice of occupational cluster.

DECISION MAKING

Alternative solutions to problems have different long and short-term effects.

ATTITUDES AND APPRECIATIONS

The value of work is not necessarily tied to its monetary rewards or social status.

CAREER AWARENESS

Attitudes and values relate to choice of occupational cluster.

ECONOMIC AWARENESS

Management of finances implies an understanding and control of earning, spending, borrowing, and saving.

EDUCATIONAL AWARENESS

Personal values relate to lifestyle.

BEGINNING COMPETENCY

Tools and processes used in research in the physical and social sciences can be mastered. A variety of tools is used in the different occupational clusters.

EMPLOYABILITY SKILLS

Social and personal relationships have an effect upon employment.

CAREER EDUCATION GRADE EIGHT

ELEMENT

BASIC UNDERSTANDING

SELF AWARENESS

Perception of abilities and interests is related to career choice.

DECISION MAKING

The decision-making process is applicable to choice of careers.

ATTITUDES AND APPRECIATIONS

The impact of work upon one's life necessitates meaningful career choices.

CAREER AWARENESS

Occupational clusters draw upon specific areas of interest and ability.

ECONOMIC AWARENESS

The cost of entering a career relates to future expected income.

EDUCATIONAL AWARENESS

There is a relationship between lifestyle and educational achievement.

BEGINNING COMPETENCY

Basic tools found in the occupational clusters can be mastered.

EMPLOYABILITY SKILLS

Personal and social interaction skills are related to occupational success.

CAREER EDUCATION GRADE NINE

ELEMENT

BASIC UNDERSTANDING

SELF AWARENESS

A better perception of reality comes from an awareness of where one is as compared to where one would like to be.

DECISION MAKING

Career decisions can be analyzed and refined in the light of counseling, work experience, and new information.

ATTITUDES AND APPRECIATIONS

Occupational clusters draw upon specific attitudes and appreciations.

CAREER AWARENESS

An understanding of interests, values, and abilities is essential to a study of occupational choices.

ECONOMIC AWARENESS

Interpreting tables, graphs, and charts is important to the consumer.

EDUCATIONAL AWARENESS

A personal schedule assists in the acquisition of necessary and desired special skills.

BEGINNING COMPETENCY

Skills and processes can be matched with specific career clusters.

EMPLOYABILITY SKILLS

Specific skills are necessary to find and hold a job and to succeed in one's chosen occupational field.

Work Study Skills

Work study skills are those which students require in order to study, to work in class individually or in small groups, to do homework assignments and independent research projects, and to find information for purely personal needs and interests. These skills are used in all subject areas and are developed in a continuum. For example, a kindergarten child finds a picture file of farm animals and selects a cow to illustrate a story. An eighth grader uses the Readers' Guide to Periodical Literature to obtain articles on environmental pollution in N.Y.C. Both are locating and selecting information, just as a student following verbal instructions for setting up a terrarium and a student reading directions on a mathematics test are both using the skill of following directions.

In this bulletin work study skills used in all subject areas are presented for grades six through nine. The skills are grouped in five categories: following directions; locating information; selecting, recalling, and evaluating information; organizing information; and using graphic representation and investigative tools.

WORK STUDY SKILLS

In addition, there is an emphasis on applying these skills to multimedia sources of information. We live in a world rich in communications media. Students need to be guided in developing responses, both to the information received and the effects of different media on the information presented. To do this students must be given opportunities for comparison and contrast.

The library-media center provides the means for meeting this need. Classroom teachers use the expertise of school librarians in cooperatively planning assignments which incorporate library research and media skills. Teachers and librarians also work jointly in helping children learn these skills. But it is the classroom teacher who must provide the impetus and perseverance necessary for students to acquire these skills in sustained and consistent use.

It is the responsibility of all teachers to (1) provide assignments which, in total, require all the work study skills for that level (2) to analyze which specific skills are needed to complete a particular assignment and (3) to make certain those specific skills are taught as an integral part of that assignment in every subject area. For the skills which require use of library resources, librarians have the responsibility to consult with the teachers on how specific skills may be applied to the topics teachers plan to teach.

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FOLLOWING DIRECTIONS

LOCATING INFORMATION

* These are examples of commonly used sources; librarians will help plan which specific sources are best for a particular assignment.

[illegible]

Scanning for specific information; skimming for overview

Using format in print material

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Copyright date

Glossary

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Chapter, topic and subtopic heads

Bibliography

SELECTING, RECALLING, EVALUATING INFORMATION

Appraising sources for relevance and reliability

Refining skills in selecting and integrating significant information from multiple sources

Using organized study methods such as SQ3R

S - Surveys the chapter title, topic and subtopic headings to pick up the main ideas of the chapter

Q - turns each topic into a question

R - rapidly reads the material to answer questions

R - recites or recalls the answers to questions previously posed or to questions at the end of the chapter

R - reviews the material by constructing an outline for further study or by writing a summary

ORGANIZING INFORMATION

Refining skills in notetaking

Excerpting, classifying and/or categorizing more complex information from several sources in a variety of media

Analyzing and synthesizing data collected by scientists' tools

WORK STUDY SKILLS CHART GRADES 6-9

Extending outline technique using sentence and topic forms; and 2nd level subcategories:

I.

A.

1.

2.

B.

1.

2.

Using footnotes; preparing limited bibliography

USING GRAPHIC REPRESENTATION AND INVESTIGATIVE TOOLS

Refining interpretation of more complex maps, charts, globes and tables

Manipulating more complex equipment in investigating problems.

Using a variety of measurements to investigate problems and support hypotheses

Constructing models of research designs

6	7	8	9
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Communication Arts

Grades 5-9

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Spoken and written language is the heart of the communication arts curriculum. The purpose of all language is to communicate. The speaker must speak so as to be understood; the listener must learn the skills of effective listening; the writer must develop the skills for communicating complex ideas; the reader needs all the complex skills necessary to absorb the written ideas of others.

In terms of education, increasing effectiveness in the four language processes -- listening, speaking, reading, and writing -- is based on two important premises:

When children arrive in school they already have achieved a degree of proficiency in at least one spoken language.

This ability is the beginning and the central tool for all learning which will ensue in the student's years of schooling.

As students mature physically and psychologically, their language skills spiral upward and outward together. The more words and ideas they can utter and understand, the more words and ideas they will be able to read and write.

COMMUNICATION ARTS

In the early grades, children learn to appreciate and tell stories, decipher the code of writing, make phonic-graphic correspondence, and relate stories and ideas to their own thoughts and feelings. At the same time they grow in organizing ideas, using the structure of language, increasing vocabulary and learning the basic skills of spelling and penmanship.

By the middle grades, students are ready to apply their reading skills to content areas -- science, mathematics, social studies. They grow in sophistication, listening more perceptively, expressing themselves more articulately, and writing more fully and in greater depth.

In grades 7-9 students are gradually broadening their experience in a variety of literary genres, including selections from the past and present and familiar and foreign cultures presented in a range of styles and viewpoints. At the same time they are gaining skill in specific strategies for obtaining information in the content areas. They are also acquiring critical viewing and listening skills for appreciation and evaluation of film, radio, and television. In their oral and written communication students are ready to develop style and greater clarity of expression.

Thus, the goal of the communication arts is the development of language power so that students may engage effectively in communication with others orally and in writing, react perceptively to the spoken and written word, gain information from written and recorded materials, and understand the effects of communication on thinking and behavior. Ultimately, the goal is to grow in human understanding, in sensitivity, in responsiveness, and in creativity. At all times the student must be made aware that all the processes and skills taught in the communication arts curriculum are a means to this desirable end.

The Minimum Teaching Essentials in Communication Arts is divided into three strands:

Listening and Speaking stresses perceptive listening and effective oral communication.

Reading and Literature emphasizes reading as a means of gaining pleasure and information while developing necessary processes and skills.

Writing is presented as expressional and functional with the conventions of writing taught only as aids for the primary purpose of writing -- communication with a reader.

The division of the curriculum into these strands is merely for ease of organization. In the classroom, listening, speaking, reading literature or content area materials, and writing are integrated in the learning experience.

This approach is holistic and ongoing. While the skills and knowledge presented at a grade level constitute the minimum which should be taught before children leave that grade, it does not mean that the same skills and knowledge may not be taught earlier or later. Language develops along a continuum and teachers are responsible for learning opportunities which engage the individual child, whatever his or her point on the continuum. Throughout the years of a child's education, learning in all strands of communication arts grows in depth and complexity as the child grows in confidence and maturity.

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

LISTENING AND SPEAKING

Listening is a means of appreciating the mood of a selection***12
 Listening critically is a means of evaluating content of
 written materials. ***p. 11
 Listening to various forms of written communications rein-
 forces comprehension. ***p. 155
 Effective discussion has purpose, direction, and opportunities
 for participation by all. ***p. 17
 Volume, pitch, rate, and quality of voice are appropriately
 varied to occasion. ***p. 7
 There are standards for pronunciation and articulation suit-
 able for different occasions. ***p. 8
 Choral speaking contributes toward effective interpretation
 of poetry and the enjoyment of language.

READING AND LITERATURE

PLEASURE AND INFORMATION

Common emotions and aspirations unite all people. *p. 224
 Cultural differences exist among people; these should be under-
 stood and respected. *p. 155

Novel, Short Story, Myths

The plot may develop in a straightforward chronological
 manner. *p. 241
 The hero and the villain of the piece of literature are iden-
 tified by their characteristics. *p. 241
 The setting (time and place) of the story is important in its
 relation to the story. *p. 241
 Characters' traits and actions may be evaluated in terms of
 ethical values relating to the students' own lives.*p.222
 Characters' strengths and weaknesses may cause them to
 overcome or succumb to obstacles.
 The motivation for characters' behavior must be sought in
 terms of environment, personality, and society. *p. 223
 The myths of all countries relate their histories, customs,
 and beliefs. *p. 309

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Drama

A play contains dialogue to interpret character and develop the components of plot. *p. 310

Biography

Biographies and autobiographies give insights into the subjects' lives and personalities, and may serve as role models. *p. 261

Poetry

Poetry employs words with musical quality. *p. 242
Onomatopoeia (sound of a word suggesting meaning) and alliteration (repetition of initial sounds) enhance the meaning and musical qualities of poetry. *p. 252

Newspapers, Journals, Speeches

Personal accounts supply authentic flavor.

PROCESSES

Following skills generally applicable to content areas, as well as to literature

Comprehension

Literal

Knowledge of literal meaning is applied to increasingly more difficult content and concepts. **p.25

Inferential

The literal meaning of a sentence can be expanded to include an extended meaning. **p. 31
Related ideas may be used to make generalizations. **p. 31
Outcomes may be predicted based upon facts not directly stated. **p. 30

Critical

Recognition of an author's purpose aids comprehension and evaluation. **p. 35

(Generally, these skills are integrated with reading for pleasure and information).

**Sequential Levels of Reading Skills: Pre-Kindergarten--Grade 12
(Curriculum Bulletin, 1967-68 Series, No. 4)

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Word Meaning

Vocabulary Development

Vocabulary also expands through including content area words. **p. 9
Language is constantly growing and changing. **p. 9
Many words have a specific history that can be traced back to their origins. **p. 9
New words are invented for new discoveries, ideas, and/or situations. **p. 9

Contextual Clues

Context aids in understanding words in technical and literary material. **p. 23

Structural Analysis

Dividing words into syllables may aid in decoding unfamiliar words. **p. 21

WRITING

CREATIVE AND FUNCTIONAL

Appropriately selected words provide clarity, vividness, and precision in context. ***p. 171
Variety in the use of language makes writing more interesting. Varied sentence types provide interest and fluency. ***p. 172
The paragraph contains an orderly and unified presentation of thought. ***p. 173
The basic paragraph requires writing of a moderate length. Paragraphs may be descriptive, narrative, persuasive or expository.
Individual statements on a topic must be related to each other. ***p. 173

Forms

The personal letter form includes the date, salutation, closing, and signature. ***p. 173
The envelope shows the complete return address and full name and address (including zip code) of the recipient. ***173

COMMUNICATION ARTS GRADE 5

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

WRITING CONVENTIONS

Taught as needed in
actual writing, NOT
as isolated skills

Sentence Sense

There are different kinds of sentences: statements, questions, commands or requests, and exclamations. ***p. 172
Simple sentences can be joined by using such coordinating linking words as and, but and or.

Usage

Comparatives and superlatives of regular adjectives are formed by adding er and est. ****p. 15
Auxiliary verbs aid in forming tenses.

Punctuation

The sentence is to be distinguished from word groups and fragments and is punctuated by an initial capital letter and a final period, question mark, or exclamation point:****17
The hyphen is used to separate parts of a word at the end of a line.
The apostrophe is used to show possession. ****p. 268

Spelling

Spelling Words List C comprises words most frequently used in student writing for that grade; new words are added from reading, content areas, and experiences. *p.215
The list is further supplemented by each student's individual bank of spelling words based on reading and writing needs.
There are certain words which have a regular spelling pattern.****205
Certain types of spelling errors persist because of reversals, omission of silent letters, mispronunciation, lack of emphasis on final sound. ****p.209

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

LISTENING AND SPEAKING

Listening to various communications reinforces comprehension.
Listening critically is a means of evaluating content. ***p.23
Listening for essential points will help in focusing on
directions. ***p. 44
When speaking, the intonation and rising and falling of the
voice have a definite pattern. ***p. 19
Short talks before a live audience help to build poise and
confidence. ***p. 25
Improvising scenes from a play gives insight into character
and motivation. ***p. 51
Performing a role in a play demands skills such as pantomime,
body action, and appropriate voice modulation and effect.
Dialect and standard structures are compared and understood.
***p. 28

READING AND LITERATURE

PLEASURE AND INFORMATION

Short Story, Novel, Drama

The elements of plot can be identified. *p. 241
Characters in books may reflect the effects of their good or
bad environment. *p. 222
Characters in books help us to know ourselves and others more
accurately, develop a set of personal values, make judgments
independently, and take action accordingly. *p.250

Poetry

The emotional impact of poetry is heightened by the type of
rhythm employed. *p. 254
The rhyme scheme follows a regular or irregular pattern. *p.257
The lines of a poem may follow a regular stanza form such as
the couplet or quatrain. *p. 258
Poetry is made more vivid through the frequent use of
simile and metaphor. *p. 242
The choice of words and the sounds of the lines convey mood.*259

COMMUNICATION ARTS GRADE 6

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Essay

The personal essay may express the author's sense of humor, way of thinking, or preferences. *p. 244

Newspapers, Journals, Speeches

Good reporting has authenticity and objectivity.

PROCESSES

Following skills generally applicable to content areas, as well as to literature

Comprehension

Literal

Knowledge of literal meaning is applied to more difficult content and concepts. **p. 25

Inferential

Sequential order may be inferred using logical reasoning and by placing details in their order of occurrence. **p. 29
Conclusions are drawn as a result of inductive and/or deductive reasoning applied to a paragraph or selection. **p.30
Recognition of cause and effect relationships serves as an aid in drawing conclusions and predicting outcomes. **p.31

Critical

Recognition of an author's point of view aids in understanding a selection. ** p.35
Materials can be evaluated for validity and accuracy. **p.35

(Generally these skills are integrated with reading for pleasure and information).

Word Meaning

Vocabulary Development

Many English words are derivatives of other languages. ***p.174
**p. 9

Contextual Clues

Punctuation may provide clues to word meaning, e.g., dash, parentheses, commas. **p. 23
Context clues aid in understanding words in technical and literary material. ** p. 23

**Sequential Levels of Reading Skills: Pre-Kindergarten--Grade 12
(Curriculum Bulletin, 1967-68 Series, No. 4)

Page references provide amplification or identify the source of the particular item and show related materials.

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Structural Analysis

Identifying parts of a word can aid in defining the word**p. 21

WRITING

CREATIVE AND FUNCTIONAL

Writing may be enriched by searching for vivid and precise words, using synonyms, antonyms, descriptive words and action words. ***p. 174

Words may have interesting historical backgrounds which give them special connotative value. ***p. 174

A narrative paragraph creates a sense of unity by telling of a single significant piece of action. ***p. 176

The descriptive paragraph achieves sensory effects through effective and selective words. ***p. 176

The simple expository paragraph of the "how-to-do" or "how to make" variety uses sequential order. ***p. 176

Letters to friends and family are an excellent way to communicate personal feelings and experience. ***p. 177

WRITING CONVENTIONS

Taught as needed in actual writing, NOT as isolated skills

Sentence Sense

Sentence kernels (basic sentences - simple subject and predicate) can be joined by using such subordinating linking words as when, as, since, although, and because.

There are basic sentence patterns, among them:

S-V (Subject - Verb)

S-V-O (Subject - Verb - Object) ****p. 18

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Essay

The personal essay may express the author's sense of humor, way of thinking, or preferences. *p. 244

Newspapers, Journals, Speeches

Good reporting has authenticity and objectivity.

PROCESSES

Following skills generally applicable to content areas, as well as to literature

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Recognition of cause and effect relationships serves as an aid in drawing conclusions and predicting outcomes. **p.31

Critical

Recognition of an author's point of view aids in understanding a selection. ** p.35
Materials can be evaluated for validity and accuracy. **p.35
(Generally these skills are integrated with reading for pleasure and information).

Word Meaning

Vocabulary Development

Many English words are derivatives of other languages. ***p.174
**p. 9

Contextual Clues

Punctuation may provide clues to word meaning, e.g., dash, parentheses, commas. **p. 23
Context clues aid in understanding words in technical and literary material. ** p. 23

COMMUNICATION ARTS GRADE 6

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

36

Usage

Don't and doesn't agree with their subjects.

The double negative construction, in which two negative words are used when one is sufficient, is considered non-standard form.

Punctuation

Use capitals for proper names, initials and abbreviations, and first word in salutation and closing of a letter.

A comma is used before and, but, or, nor, for, yet when they join simple sentences.

Capital letters are used for titles with a person's name, key words in titles of books, films, stories, poems.

Commas are used for words in a series.

Spelling

Spelling Words List C comprises words most frequently used in student writing for that grade; new words are added from reading, content areas, and experiences. *p.206

The list is further supplemented by each student's individual bank of spelling words based on reading and writing needs.

Certain spelling errors persist because of confusion of homonyms, omission of silent letters, failure to double consonants, incorrect vowels, addition of letters,***209

Proofreading

Proofreading is a complex skill that involves the recognition of errors and the ability to correct them.

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

LISTENING AND SPEAKING

Listening to various forms of communication reinforces comprehension.
 Good voice production includes respiration, phonation, resonance, and articulation. ***p. 31
 Accents may affect the pronunciation and meaning of words.
 Parliamentary procedure is an effective method of conducting a meeting involving set rules of order, voting, elections, and related activities and procedures. ***p. 40

LITERATURE AND READING

PLEASURE AND INFORMATION

The understanding of literature is a help in understanding oneself. *pp.224-5
 Personal values are clarified and strengthened by the wide reading of literature. *pp. 224-5
 Responsibility to the family unit is developed and reinforced by the study of literature. *p. 227
 Pathos, irony, and wit are elements which give emotional effect. *p.248
 Figurative language is used to highlight literal meanings. *p.254
 Propaganda can be recognized. *p. 100

Mythology

Mythological deities, folk heroes, and characters in stories and fables possess qualities which mirror human attributes, virtues, and frailties. *p. 309

Short Story, Novel

Stories and novels may be told through the eyes of the author (third person) or by a character in the story (first person). *p. 94
 The subplot is a method of enriching and supplying contrast to the main plot. *pp. 245-6
 The use of flashback is a method of plot development. *p. 245

Handbook for English Language Arts: Grades 5-12

*Reading and Literature (Curriculum Bulletin, 1967-68 Series, No.10)
 ***Speech and Composition (Curriculum Bulletin, 1969-70 Series, No.21)
 ****Language Strand (Curriculum Bulletin, 1974-75 Series, No. 4)

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Poetry

Different speech sounds such as sibilants and plosives contribute to the overall effect of a poem. *p. 242
The rhyme may be organized in regular patterns: a-a, b-b, c-c, etc.; ab-ab; and the like. *pp. 254-7
Personification is a figure of speech in which human attributes are given to inanimate things or animals.

Biography

The author of a biography may present a personal or biased point of view about the subject. *pp.224-228

Essay, Articles

The story essay is a form often used to present a moral. *p.244
Informed opinion is the personal opinion of an expert in the field.
Objective reporting is factually oriented, complete, and avoids slanted words, propaganda, and a personal point of view.

PROCESSES

All the basic processes and skills of reading have been covered by the end of grade 6 for students on grade level. For students in grades 7, 8, and 9, advanced reading skills are best integrated into the teaching of literature and content area materials. This section is now referred to as Literature and Reading. For students reading below grade level, remediation should be planned for those skills in which students are deficient.

WRITING

EXPRESSIONAL AND FUNCTIONAL

Words have an emotive force. ***p. 178
Modifiers are placed as close as possible to the words they modify, to enhance clarity.
New words -- some slang, some specially created -- keep language current and colorful.

COMMUNICATION ARTS GRADE 7

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Forms

In an expository paragraph the most important points come first, followed by the less important in rank order or vice versa. ***p. 179

Persuasive paragraphs may use some or all of the following: fact, opinion, authority, evidence.

The business letter form may be block or indented, containing the sender's address, the inside address, date, proper salutation, and closing. ***p. 180

Business letters should be clear, concise, and courteous. Persuasive letters should use the above devices and should avoid name-calling and abusive language.

WRITING CONVENTIONS

Taught as needed in actual writing, NOT as isolated skills

Sentence Sense

Effective sentences can include phrases and clauses. ***p. 178
There are basic sentence patterns, among them: S-V-IO-O
(Subject - Verb - Indirect Object - Object).
Subject and predicate agree in number and person.

Punctuation

Indentation marks the start of a new paragraph.
Quotation marks are used to indicate direct speech.

Usage

Parts of speech are identified by their position and form:
noun, verb, adjective, adverb, pronoun, determiner. ****p.33
Adverbs ending in ly and adjectives of more than two syllables are preceded by more and most in the comparative and superlative. ****p. 39

Spelling

Spelling Words List C comprises words most frequently used in student writing for that grade; new words are added from reading, content areas, and experiences.
The list is further supplemented by each student's individual bank of spelling words based on reading and writing needs.

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

LISTENING AND SPEAKING

Listening to various forms of communication reinforces comprehension.
 Informal and formal debating provides a forum for the exchange of ideas and opinions. ***p. 52
 Regional variations may alter the pronunciation and meanings of words. ***p. 129
 Meaning can change the pronunciation of some words, e.g., ob'-ject, ob - ject'; rec' - ord, re - cord'.

LITERATURE AND READING

PLEASURE AND INFORMATION

Personal attitudes and values are clarified through the study of literature of enduring value. *p.88
 The process of maturing is aided by understanding characters and situations in literature. *pp.226-7
 Responsibility to other members of society is developed through a careful reading of good literature. *p.156
 An author often presents a thesis or statement which is called a theme. *pp. 56-7
 Meaning may be inferred when a writer uses ellipsis (the omission of a word or words from a sentence).
 The omission of information is a technique which may be used to create a biased report. ***p. 92

Short Story, Novel, Drama

Variations in time sequence in plot development (such as beginning in the middle of the action) have an impact.*p.245
 Foreshadowing is a technique to give psychological and artistic emphasis and to build suspense. *p. 246
 Characters are revealed through the use of first-person narrative. *p. 249

COMMUNICATION ARTS GRADE 8

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Poetry

The associative values of words enrich poetry. *p. 242
Hyperbole (exaggeration) is a figure of speech which heightens effects in poetry. *p.255
A symbol (generally a material object used to represent something often immaterial) is frequently used for effect in poetry. *p. 260

Autobiography

The authors of autobiographies have both advantages and disadvantages in approaching their own lives. *p. 261

Essay

The character sketch is a form of essay frequently found in books and in journals. *p. 265

Newspapers

A simple news story is structured according to the Five W's. ***p. 48

PROCESSES

All the basic skills of reading have been covered by the end of grade 6 for students on grade level. For students in grades 7, 8 and 9, advanced reading skills are best integrated into the teaching of literature and content area materials. For students reading below grade level, remediation should be planned for those skills in which students are deficient.

WRITING

EXPRESSIONAL AND FUNCTIONAL

Brevity and succinctness are vital to the clear statement of ideas. ***p. 181
Words and names may convey positive or disparaging meanings. Variety in sentence beginnings through the use of infinitives and phrases provides smoothness and interest.
Expository paragraphs may be developed through logical use of detail and example. ***p. 182
Longer compositions may be composed of paragraphs stressing introduction, body, and conclusion. ***p. 183

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

EXPRESSIONAL AND FUNCTIONAL

The appropriate tone for different types of business letters may be courteous, firm, insistent, and always succinct. ***p. 183
Fan letters should reflect honesty of reaction and good taste.
*** p. 183

WRITING CONVENTIONS

Taught as needed in
actual writing, NOT
as isolated skills

Sentence Sense

Clauses beginning with subordinating words (such as if, where, while) are used to present ideas subordinate to the main idea. ****p. 20

Recognizing and using parallel structure within the sentence and the paragraph creates more cohesive writing. ****p. 36

The basic sentence patterns may be expanded by modification and coordination. ****p. 14

There are basic sentence patterns, among them: S-LV-ADV
(Subject - Linking Verb - Adverb).

Punctuation

Introductory phrases and subordinate clauses are followed by commas.
Direct quotes can be broken and continued after the name of the speaker has been inserted.

Usage

A regular verb forms the past participle by placing an auxiliary verb before the past tense form.

Irregular verbs are formed differently.

Conjunctions, prepositions and interjections are identified by their functions.

Spelling

Spelling Words List C comprises words most frequently used in student writing for that grade; new words are added from reading, content areas, and experiences.

The list is further supplemented by each student's individual bank of spelling words based on reading and writing needs.

The addition of affixes and/or inflected endings to a root word may alter the basic spelling of the word.

COMMUNICATION ARTS GRADE 9

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

LISTENING AND SPEAKING

Critical listening aids in discerning bias, propaganda, slant***
The formal speech is used to give information, report, or air P.70
an opinion. (Notes may be used.) ***p. 58

LITERATURE AND READING

PLEASURE AND INFORMATION

Family and social traditions provide continuity but might be
reexamined in the light of new information. *p. 230
Although the individual is a member of society, individuals
cannot abrogate responsibilities for their own ethical
judgment and action. *p. 230
Typographical clues may serve as a clue to word meaning, e.g.,
boldface, italics, quotation marks, commas and parentheses,
setting off appositives. *pp. 84-5
The meaning of words and figures of speech may depend upon
their literary or historical heritage. *p. 84
Propaganda techniques based upon slanted writing and emotional
appeal are recognized. *p. 87

Short Story, Novel, Drama

The plot of a short story, drama and novel may follow the
pattern of: rising action, climax, falling action,
resolution, denouement. *p. 247
The plot may not necessarily develop according to regular
pattern but may shift back and forth. *p. 245
Character development may be evaluated by standards of
credibility and consistency. *p. 250
Settings may be single or multiple and shift from one place
to another. *p. 250

Poetry

Irony is the figure of speech which expresses a meaning
opposite to the intended meaning. *p. 242
A line of poetry may be divided into measures called feet
with a regular pattern of stressed and unstressed beats.
*p. 242

Biography and Essay

The biography and essay may be used to present the author's
point of view. *p. 262

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- ***Speech and Composition (Curriculum Bulletin, 1969-70 Series, No. 21)
- ****Language Strand (Curriculum Bulletin, 1974-75 Series, No. 4)

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CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Newspaper

An editorial expresses the opinion of the editor.
The review is an informed opinion on the arts.

PROCESSES

All the basic skills of reading have been covered by the students on grade level. For students reading below grade level, remediation should be planned.

WRITING

EXPRESSIONAL AND FUNCTIONAL

Science, the arts, and industry have contributed many specialized words to the language. ****p. 176
Slang consists primarily of figurative language which may have transient popularity or become part of the language.***93
Details in the descriptive paragraph may be arranged according to spatial order. ***p. 186
Expository paragraphs may be developed through the use of comparisons and contrasts. ***p. 186
Persuasive paragraphs should have a point of view, a logical development, and employ effective language. ***p. 186
Dialogue, appropriately punctuated, lends reality to narrative writing. ***p. 187
Letters of application should contain relevant information and appropriate tone. ***p. 186
Letters of persuasion to public officials and the press should be forceful, courteous, and pertinent. ***p. 186

Journalism

The news article should contain a lead sentence with the 5 W's and paragraphs of descending order of importance.
The editorial is a statement of opinion.
The human interest story is an incident, usually of local interest, with emotional or humorous appeal.

COMMUNICATION ARTS GRADE 9

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

WRITING CONVENTIONS

Taught as needed in
actual writing, NOT
as isolated skills

Sentence Sense

There are basic sentence patterns, among them:

S - LV - PA

(Subject - Linking Verb - Predicate Adjective);

S - LV - PN

(Subject - Linking Verb - Predicate Nominative).

Variety in sentence beginning through the use of infinitives
and phrases provides smoothness and interest. ****p. 16-17

Punctuation

Appositives and other parenthetical elements provide
additional information and are set off by commas.****p. 21

Usage

A verb is active when it expresses an action performed by its
subject. A verb is passive when it expresses an action
performed upon its subject.

Active verbs are generally stronger than passive verbs.

A compound subject joined by and requires a plural
verb. ****p. 38

Spelling

Spelling Words List C comprises words most frequently used in
student writing for that grade; new words are added from
reading, content areas, and experiences.

The list is further supplemented by each student's individual
bank of spelling words based on reading and writing needs.

English as a Second Language

Beginning ESL.....49

Intermediate ESL.....52

Advanced ESL.....55

A successful method of teaching English to non-native speakers is through the audio-lingual approach. The pupils' first contact with the language is listening. They next practice what they have heard by repetition of language patterns and a variety of oral drills. At later stages, reading and then writing are introduced. Grade level curriculum specifies reading and writing objectives to be mastered by native speakers. Teachers of English as a second language (ESL) should know the objectives to insure that non-native speakers will also achieve these competencies.

The content of the curriculum at any level will depend on several factors: the age of the pupils, the duration of the ESL program, and the second-language ability of the students. There are usually three levels of instruction: beginning, intermediate, and advanced. Levels of instruction are necessary to insure that the language objectives are introduced in a systematic fashion. The reading, writing, and auditory objectives are also integrated into these divided levels and are arranged in a hierarchy of increasing difficulty. Teachers should review the scope and sequence in language arts K-9 in this bulletin to determine the specific skills and knowledges necessary for ESL students at various grade levels. Vocabulary will vary according to the sophistication and grade level of the ESL students. It is important to note that some students in grade level 6 may be beginning ESL students while others are intermediate or advanced.

A variety of topics must be mastered by all students. They include greetings, weather, emergency situations, etc. For example, students in all grade levels must master the patterns. My name is _____. I live at _____.

The following ESL scope and sequence will outline the topics, skills, and knowledge that should be taught. For specific examples of lesson plans and methodology, consult the Board of Education bulletins Handbook for Language Arts Pre-K-2 and Teaching English as a Second Language in the Middle Grades. Lessons in science, math, social studies and music may be found in the experimental bulletin Teaching English as a Second Language in The Elementary Schools.

ENGLISH AS A SECOND LANGUAGE

BEGINNING ESL

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

STRUCTURAL ANALYSIS

Articles

An and the, as used preceding initial sounds, are introduced.
An and a, as used preceding consonant and vowel sounds, are introduced.

Nouns

Nouns can be singular or plural, e.g., bank/banks, boy/boys, glass/glasses.
Some nouns are irregular, e.g., man/men; child/children.

Verbs

Am, is, are and regular verbs are used in the present tense.
Was and were and regular ed verbs in all terminal sound categories, e.g., walked, played, wanted, are past tense verbs.
To be going to _____ is a future tense pattern.

Subject Pronouns

I, you, he, she, etc. replace common and proper nouns in subject positions.

Demonstratives

This/these and that/those are used in declarative and interrogative sentences.

Object Pronouns

Me, him, her, it, them, us, you replace common and proper nouns in object positions.

Possessive Adjectives

My, your, his, her, its, our, their replace common and proper possessive singular and plural nouns in describing ownership.

Possessive Pronouns

Mine, yours, his, hers, its, our, theirs replace common and proper possessive nouns.

Questions

Do and does are used to ask and answer yes/no questions.
Who, what, when, where, and why are used in information questions with do, does, and to be.

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

STRUCTURAL ANALYSIS (continued)

The Negative

The negative is formed with the auxiliaries do and does and the verb to be.

READING

Alphabet

The same letters may have different sounds.

The Sentence

Sentences have a "doer" and a "receiver."
Sentences have meaning.

Paragraph

Paragraphs have main ideas and supporting ideas.

Punctuation

Certain marks of punctuation are essential to enhance better reading comprehension.
The period (.)
The comma (,)
The question mark (?)

Vocabulary

Some words are similar in two languages.
Student level and experience will determine the vocabulary taught.

AURAL-ORAL

*pp. 23-24

Directions

Teacher directions to students are important.

Illustrations

Identification of a picture from an oral word, oral action, phrase, oral descriptive sentence, brief oral paragraph demonstrates listening comprehension.

Consonants

Identification of consonants and consonant blends in initial, medial and terminal positions from oral words demonstrates that students hear these sounds.

Vowels

Identification of vowels in initial, medial and terminal positions from oral words demonstrates that students hear these sounds.

BEGINNING ESL

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

AURAL-ORAL (continued)

Sequencing

Listing the sequence of events from an oral paragraph demonstrates that there is logical sequence of action and events.

Sentence Completion

Identification of a phrase which best completes an unfinished oral statement demonstrates knowledge of syntax.

WRITING

In grades 1-2 manuscript writing (printing) of the alphabet, familiar names, basic vocabulary, and in grades 3-6, cursive writing of alphabet, one-word vocabulary, phrases and sentences are motor skills.

Single words, sentences controlled orally and read with comprehension with attention to left-to-right movement, punctuation, spacing, and letter forms are copying skills.

Word, phrase, simple sentence writing of material controlled in oral production and the writing of dictated material within a student's auditory comprehension ability are dictation skills.

Periods or question marks are terminal punctuation. A sentence begins with a capital letter.

SPELLING

There is no definite spelling list. However, the students should be held responsible for the spelling of the words learned in class. An oral dictation of such words should be included in weekly tests. Consult specific grade spelling list.

INTERMEDIATE ESLCONTENT AREA AND TOPICSKILLS AND KNOWLEDGESTRUCTURAL ANALYSIS

Nouns

Nouns can be count or mass. They are often used with HOW MANY and HOW MUCH, in both questions and statements. Proper, common and collective nouns are used in both questions and statements. Nouns can show possession, e.g., John's.

Verbs

Regular and irregular past-tense forms tell about past events and actions. Progressive (past and present) tenses use present participles. The modals: should, would, could, may, might, shall, will, etc., can alter the meaning of verbs.

Adjectives

Adjectives describe and compare nouns and pronouns, e.g., simple, comparative - as...as, more...than, fewer...than, superlative - est, most...

Prepositions

In, on, at, near, off, by, under, etc. commonly used in phrases.

Pronouns

Indefinite pronouns replace nouns, e.g., some; any; every; with - body and - one.

Adverbs

Some adverbs are adverbs of place, e.g., there, here, far, near. Some adverbs are adverbs of time, e.g., then, now, before, after.

Expletives

There is, there are, there was, there were are used in both statements and questions.

Negative

The negative is used in both statements and questions.

Questions

Did is used with question words, e.g., how much? how many? which? and whose? Question words how, who, what, where, when, whose, and why are used with different tenses.

INTERMEDIATE ESL

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

READING

Phonics

Use the same symbols that are used in Webster's dictionary to assist students in pronunciation.

Selections

All difficult or unfamiliar points of grammar should be taught as encountered in reading selections, and the students should be expected to remember them; e.g., the difference between hanged and hung; dragged and drug, etc.

Punctuation

Certain marks of punctuation are essential in order to enhance better comprehension of reading selections.

The period (.)

The comma (,) - Example:

"The President," said the governor, "had the right to veto the bill."

The President said the governor had the right to veto the bill.

Semi-colon (;)

Quotation marks ("")

Example: The "eye" saw the airplane through the clouds.
(Eye is in quotes because it refers to radar, etc.)

Vocabulary

Development of vocabulary depends on the sophistication and experience of the students.

Comprehension
(within time limits)

Culling information from reading selections under a time pressure helps in developing speed.

INTERMEDIATE ESLCONTENT AREA AND TOPICSKILLS AND KNOWLEDGEWRITING

Commas are used to enhance meaning.

Sentence and paragraph writing of student ideas, emotional reaction, and creativity are developed through experience charts and guided writing activities.

Guided written responses to sequential, logical questions over a single topic create a written paragraph.

Writing on a familiar topic, which is controlled orally by the teacher, assists students in generating written compositions.

AURAL-ORAL

Sentence and Paragraph
Completion

Continue using the drilling procedures.

Identification of a phrase which best completes an unfinished oral statement, oral paragraph or oral story demonstrates comprehension of the statement, paragraph or story.

ADVANCED ESL

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

STRUCTURAL ANALYSIS

Syntax

Statements and questions are patterns used with all verb tenses.
Direct statements use quotation marks.
Indirect statements with and without the use of that do not use quotations.
Gerunds (-ing subjects, such as running) may be used as nouns. (Running is fun.)
Infinitives (to + verb) may be used as nouns. (To run improves physical well being.)
Passive constructions, with and without an agent, give language variety.
Present and past perfect tenses have special uses.

Grammar

Many verbs are changed to nouns by adding suffixes; e.g., worker, institution, etc.
Reflexive pronouns refer back to the subject; e.g., "He went himself."
Some infinitives are not preceded by to; e.g., They helped find the cat.
Two-word verbs. Examples: to burn up, to use up, etc. are often idiomatic.
Adverbs can modify nouns. Examples: The prices here are very good.
Adjectives of size usually precede other descriptive adjectives.
Example: My friend has a big brown cat.
Multiple modifiers have specific order in a sentence.
Example: He is a happy, smiling, excited child.

Vocabulary

Latin and Greek cognates and useful Americanisms encountered in reading selections are an important vocabulary focus.

READING COMPREHENSION

(within time limits)

Culling information from reading selections under a time pressure helps in developing speed.

CONTENT AREA AND TOPIC

Prefixes

Suffixes

Homophones

Common Abbreviations

SKILLS AND KNOWLEDGEMis-, un-, sub-, re-, in, pre, etc.ment, ness, er, or, etc.-ful (full of), e.g., carefulThe suffixes - ence and - ance change verbs to nouns meaning "an action or state resulting from the verb."Examples: Verbs - prefer, differ, insure, disturbNouns - preference, difference, insurance, disturbanceThe suffix - ive changes verbs to adjectives.

create - creative

express - expressive

The suffix - al changes nouns to adjectives.

profession - professional

to, too, two; know, no; hour, our; blue, blew; would, wood;
one, won; I, eye; I'll, aisle, isle; son, sun; ate, eight;
cent, scent, sent; write, right, rite; they're, their, there;
peace, piece; see, sea; guessed, guest; birth, berth; heel,
heal; steel, steal; tail, tale; mail, male; foul, fowl

Titles - Mr. -Mister; Mrs. -Mistress; Dr. -Doctor; Prof. -ProfessorWeights and Measures: Ft. -foot, feet; in., ins. -inch, inches;yd., yds. -yard, yards; lb., lbs. -pound, pounds; oz., ozs.-ounce, ounces; qt., qts. -quart, quarts; gal., gals. -gallon,gallons; doz. -dozen; pt., pts. -pint, pintsTime: A.D., B.C., A.M., P.M.; wk., wks. -week, weeks;mo., mos. -month, months; yr., yrs. -year, years;sec. -second; min. -minute; hr., hrs. -hour, hoursAddresses: P.O. -post office; no., -number; dept. -department;apt., apts. -apartment, apartments; Ave. -avenue;St., -street; Bldv. -boulevard; Rd., -road; Dr. -driveOther: e.g. -for example; i.e. -that is; etc. -et cetera, andso on; M.D. -medical doctor; Co. -company

Formal and informal letter writing is important in everyday
 life (greeting, ending, other mechanics).

Conveying student's ideas, feelings in organized written form
 understandable to a reader is a free-writing exercise.

WRITING

ADVANCED ESL

CONTENT AREA AND TOPIC

SPELLING

SKILLS AND KNOWLEDGE

Y changes to i + (-es; -ed; -ment; -ness)

Examples: happy/happiness; copy/copies; copy/copied;
accompany/accompaniment

Doubling of final consonants:

Examples: drop/dropped; prefer/preferred

Change -f/-fe to -ves

Examples: half/halves; life/lives

Words ending in silent E, preceded by a consonant, drop the - E
before a suffix that begins with a vowel (-ed, -ing, -al,
-ance, -er):

Examples: give/giving, move/moved, moving, movable, mover

Exceptions: Words ending in -ce or -ge keep the final -e
before a or o. Examples: notice/noticeable, manage/manage-
able

Words ending in silent E preceded by a consonant (-ful, -ly,
-ment) do not drop the silent E.

Examples: taste/tasteful, love/lovely, move/movement

Foreign Language

Language Acquisition.....61

Grammatical Structures

Chinese.....63

French.....65

German.....67

Hebrew.....69

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Latin.....77

The foreign language program of the New York City public schools encompasses a wide range of foreign language offerings, specifically Chinese, French, German, Modern Greek, Italian, Hebrew, Latin, Russian, Spanish, Swahili, and Yiddish.

The emphasis in foreign language teaching is on communication. What is attempted is to teach language functionally from the very beginning and to develop the four basic language skills, namely the ability to speak with reasonable fluency, to understand a native speaker of the language, to comprehend the printed page, and to write in the foreign language within reasonable limits. The skills are developed by means of maximum use of the foreign language in the classroom and a variety of activities, such as dialogues, role playing, dramatization, situation simulation, the use of electronic aids, and many others.

FOREIGN LANGUAGES

Concurrent with language study there is also the attempt to understand the culture of the people whose language is studied, from the point-of-view of both cultural achievements and everyday life, customs and values.

Basic to effective foreign language teaching is the recognition of individual differences, specifically differences in learning rate, learning styles, motivations, goals, interests and needs. Modifications in curricular content, activities and approaches are necessary to accommodate these differences.

FOREIGN LANGUAGES (LEVELS I AND II) GRADES 6-7-8-9

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

LANGUAGE ACQUISITION IN
CHINESE, FRENCH, GERMAN,
HEBREW, ITALIAN, RUSSIAN,
AND SPANISH

Listening

The initial processes are the same as shown in FOREIGN LANGUAGES (FLES).

Listening is practiced by means of conversational and aural comprehension exercises, dictations, oral summaries and taped material.

Speaking

The initial processes are similar to those shown in FOREIGN LANGUAGES (FLES).

There is a wider range of language patterns in the dialogues, role playing, situation simulations, and personalized questions.

Reading is used as a basis for speaking activities.

Reading

The initial phase is similar to FLES.

Reading selections of cultural value are related to personal experiences. The skill to draw inferences from cognates and context is developed.

Writing

Copying of previously mastered material is followed by dictation and guided writing, e.g., completion of sentences and dialogues and responses to questions. Freer forms of writing include guided compositions, pen pal letters, brief summaries, and changes of narratives to dialogues.

FOREIGN LANGUAGES GRADES 6-7-8-9

CONTENT AREA AND TOPIC

Chinese Calligraphy

Cultural Information

SKILLS AND KNOWLEDGE

Calligraphy patterns are traced in the pre-reading period as well as in the initial phase of language learning.
Outline maps, pictures, and color charts are labeled, titled, and captioned.
A picture dictionary in Chinese is developed.

Procedures on a more advanced level than those in FLES are used.
Fairs, festivals, fiestas, and assembly programs convey cultural information.
The cultural background of various countries is part of reading selections.
The transportation, currency, daily life in the cities, and first impressions are discussed by means of a simulated trip to the country.

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

GRAMMATICAL STRUCTURES OF
CHINESE, FRENCH, GERMAN,
ITALIAN, RUSSIAN AND SPANISH

CHINESE - LEVEL I

* pp. 35-47

Nouns

Nouns include specified and numbered nouns and those modified by stative verbs, clauses, and other nouns.

Pronouns

Included are personal, interrogative, and demonstrative pronouns and those used with personalized and specified nouns.

Measures

In addition to the measures ge, jr, ben, fu, jyan, shwang, tyau, ban and ke there are the verbal measures tsz, visyaer, hwei, byaner and bu.

Verbs

Verbs include action, stative, auxiliary, compound, and equative verbs. Included are co-verbs indicating direction, interest, and motion; the copula shr, auxiliary verbs hwei, and yau to indicate future; gwo as a co-verb to indicate past tense; gei as a main verb, co-verb, and preposition; the co-verb ba construction and compound verbs with lai and chyu. Distinction is made among the opative verbs neng, hwei, and keyi.

*CHINESE: LEVELS I and II Curriculum Bulletin No. 7

FOREIGN LANGUAGES GRADES 6-7-8-9

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Adjectives

This includes youde ... youde and yousye...
yousye in parallel construction.

Adverbs

Subdivisions of this topic are the use of fixed and movable adverbs and of the expression dou, the distinction among hai, ye, and dzai, and the addition of shr for emphasis.

Particles, Prefixes
and Suffixes

Involved in this topic are the use of men (plurality), ma (interrogative), dz (noun diminutive suffix), le to show completed action, ne to show continuance, the negative particle mei before you, the particle swc, and the structural particle de.

Also included are the diminutive suffixes er and dz and the prefixes mei and meiyau.

Negatives

The use of the negatives bu and meiyau is included.

Interrogative Forms

The subtopics are the use of ne, of a particle at the end of a statement, of the affirmative-negative construction, of simple negative forms, of interrogative pronouns and adjectives, and of the use of alternatives.

Comparison

In the study of comparison the use of yidyaner, dasyau, and bi are dealt with.

FOREIGN LANGUAGES GRADES 6-7-8-9

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Simplified Characters

Included are dzwei as it relates to the superlative of adjectives and geng and dzwei as they relate to degrees of comparison.

Included in this topic are simplified characters of high frequency.

FRENCH - LEVEL I

*pp. 91-94

Articles

Articles include definite and indefinite, contractions with a and de, the use of de to show possession, the partitive, and the use of the article with parts of the day.

Nouns

The gender of nouns and the formation of the regular plural and irregular plurals are studied.

Pronouns

This includes the study of subject, direct object, interrogative, and demonstrative pronouns.

The subtopics dealt with are the agreement and position of adjectives, the agreement of regular feminine adjectives, irregular feminine forms, and interrogative and possessive adjectives.

Negatives

Included are ne ... pas, ne ... jamais, ne... plus, and ne... rien.

*FOREIGN LANGUAGE REVISION PROGRAM: FRENCH Experimental Edition June, 1975

FOREIGN LANGUAGES GRADES 6-7-8-9

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Verbs

Verbs include the present tense of the three regular conjugations, the imperatives, and idioms with faire and avoir. The present tense of the following irregular verbs is taken: aller, dire, faire, lire, écrire, mettre, sortir, partir, prendre and vouloir.

Numbers

The cardinal numbers from 1 to 1000 are studied.

FRENCH LEVEL II
*pp. 95-96

Articles

This topic deals with the omission of the definite article with adverbs and nouns of quantity.

Adjectives

The use of ce, cette, cet, and ces; the agreement and position of irregular adjectives; the comparison of regular and irregular adjectives is studied.

Pronouns

Included in this topic are disjunctive, direct, indirect, double object, and the interrogative pronouns qui, que, quoi, and qu'est-ce qui. The simple use of y and en in combination is also included.

Negatives

Ne...personne and ne...que are additional negative forms.

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Verbs

The verb forms included are the passé composé (with avoir) of the three regular conjugations and of the irregular verbs taken in Levels I and Level II; the passé composé of être verbs; and the imperfect of regular and irregular verbs.

The use of object pronouns with the passé composé; agreement of the past participle; reflexive verbs and verbs requiring spelling changes in certain tenses are also dealt with.

GERMAN - LEVEL I
*pp. 39-40

Articles

This includes all forms of the definite and indefinite articles.

Nouns

All cases of the plural of high frequency nouns are studied, along with the forms of weak nouns, such as Junge, Herr, Mensch, Student, and Nachbar.

Pronouns

Included are the singular and plural of the personal pronouns; polite form of address, familiar forms; the non-personal use of the pronouns in the third person; and der-words used as pronouns.

Adjectives

Besides uninflected adjectives, possessive and demonstrative adjectives are studied. Included are inflected adjectives as they occur in fixed phrases, such as Guten Morgen, Guten Tag, and Guten Appetit.

*GERMAN: LEVEL I-IV
Curriculum Bulletin No. 11c

FOREIGN LANGUAGES GRADES 6-7-8-9

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Verbs

Subtopics are the present, simple past, compound past and future tenses of the verb; the compound tense with sein; the imperative; the present tense of the modal auxiliaries, the reflexive verbs sich freuen, sich kämmen, sich schämen and sich waschen; and irregular verbs of high frequency.

Prepositions

This involves the prepositions governing the genitive, dative and accusative.

Numbers

Included are the cardinal numbers from 1 to 100.

GERMAN - LEVEL II
*pp. 63-65

Nouns

This involves the gender of compound nouns and of those determined by suffixes such as chen, lein, heit, keit and ung; the plural of additional high frequency nouns; and the omission of the article in certain instances.

Adjectives

Included are the strong, weak and mixed declensions of adjectives, and the comparison of adjectives.

Pronouns

The pronouns include the relative pronouns, the wo-combinations used as pronouns, and the special use of wer and was.

FOREIGN LANGUAGES GRADES 6-7-8-9

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Verbs

This includes all tenses of the indicative; verbs with separable and inseparable prefixes; mixed verbs; modal auxiliaries in the present tense; verbs followed by the dative; and additional irregular verbs.

Word Order

This involves the word order in subordinate and relative clauses, and the use of interrogatives as subordinating conjunctions.

Numbers

This topic includes the study of all cardinal numbers and their use in addition, subtraction, multiplication, and division.

HEBREW - LEVEL I

*pp. 39-41

Nouns

Nouns include the plural of masculine and feminine nouns taught in Level I; irregular plurals; nouns with possessive adjectives; and dual plurals.

Adjectives

This involves the agreement and position of adjectives; demonstrative adjectives; and the predicative use of adjectives.

Pronouns

Included are subject pronouns; direct object; indirect object; and possessive pronouns.

Verbs

The verb forms are the present tense of Level I verbs; imperative forms; the infinitives of high frequency verbs; and polite expressions.

*HEBREW: LEVELS I-IV Curriculum Bulletin No. 11b

FOREIGN LANGUAGES GRADES 6-7-8-9

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Numbers

Included are ordinal numbers 1 to 10; cardinal numbers 1 to 100; and the telling of age.

Other Grammatical Structures

Other grammatical structures are the sign of the definite object, interrogative expressions, and the negative.

HEBREW - LEVEL II

*pp. 57-58

Nouns

This includes the possessive endings of masculine and feminine singular nouns; the possessive endings of segolate nouns; the plurals of segolate nouns, special masculine and feminine nouns; irregular nouns of high frequency; and dual plurals.

Adjectives

The comparative and superlative of adjectives are studied.

Numbers

Included are the ordinal numbers from 1 to 1000, and the cardinal numbers from 1 to 100.

Verbs

Subtopics are kal of intact; pe alef, pe yod, pe nun, ayin vav, ayin yod, lamed alef and lamed he verbs; and the pi'el of intact verbs.

ITALIAN - LEVEL I

**pp. 91-93

Articles

This involves the definite and indefinite articles; the use of di to show

FOREIGN LANGUAGES GRADES 6-7-8-9

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

possession; and contractions with a, da, di, in, su, con, and per.

Nouns

Included are the gender of nouns ending in o, a, and e, and regular and irregular plurals of nouns.

Adjectives

Classes of adjectives; the agreement and position of adjectives; demonstrative adjectives; and adjectives with mixed genders are included.

Pronouns

Subject, object, interrogative, and relative pronouns are dealt with.

Verbs

The tenses dealt with are the present and present perfect of the three regular conjugations, and the present tense of irregular verbs.

Numbers

The cardinal numbers 1 to 1000 are studied, along with simple arithmetical expressions such as e, più, meno, per, diviso per. The ordinals from 1 to 10 are also dealt with.

ITALIAN - LEVEL II

*pp. 94-95

Nouns

The plurals of nouns ending in -cia, -gia and -ista, and masculine nouns ending in -o and having a feminine plural ending in -a, are included.

FOREIGN LANGUAGES GRADES 6-7-8-9

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Adjectives

Subtopics are possessive adjectives; interrogative forms quale and quanto; demonstrative adjectives questo and quello; and the comparison of regular adjectives.

Pronouns

The pronouns dealt with are possessive, interrogative, direct and indirect object, demonstrative, and relative pronouns. Included are single pronoun objects with the imperative, and pronoun objects with ecco.

Verbs

The topics included are the present perfect with irregular past participles; the future of regular and irregular verbs; reflexive verbs; the imperative mood; the formation of the conditional; and the use of potere, dovere, and volere.

Numbers

All cardinal numbers and the ordinals up to twenty are dealt with.

RUSSIAN - LEVEL I

*pp. 40-43

Nouns

The singular and plural of all declensions, and animate and inanimate objects are included.

Pronouns

This involves the personal, possessive, demonstrative, relative, and interrogative pronouns.

FOREIGN LANGUAGES GRADES 6-7-8-9

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Adjectives

Included are agreement with nouns; the declension of the hard and soft endings in the singular and plural; and the use of adjectives as nouns.

Adverbs

Subtopics are the positive degree taken from the short form of the neuter adjective; adverbial phrases and adverbs denoting place and direction to and from a place.

Prepositions

Included are high frequency prepositions governing the genitive, dative, accusative, and the instrumental and prepositional cases.

Spelling Rules

The replacement of letters in cognates, notably w, h, th, and u in au and eu, is studied.

Verbs

Among the topics are the present, past, and future of the high frequency perfective and imperfective verbs of motion and reflexive verbs.

Numbers

This involves the study of the declension of cardinals 1 to 30, the nominative only of cardinals 31 to 100, and the declension of ordinals 1 to 30.

SPANISH - LEVEL I

*pp. 94-96

Articles

Included are the singular and plural of the definite and indefinite articles;

*FOREIGN LANGUAGE REVISION PROGRAM: SPANISH

Experimental Edition June 1975

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Nouns

contractions with a and de, and the use and omission of the article in specific instances.

Pronouns

Subtopics are the number and gender of nouns, and the use of the personal a and of de to show possession.

Adjectives

The direct object pronouns and their position when they are used with the infinitive, and the present tense are studied.

This involves the number and gender of adjectives, simple agreement, possessive and demonstrative adjectives, and the use of adjectives with the exclamatory and interrogative que.

Also included are common limiting adjectives such as otro, mucho, poco, mismo, todo, bastante and demasiado, and the short forms of bueno, malo, primero, tercero, ciento and uno.

Interrogatives

Interrogative expressions such as cómo, dónde (adónde), por qué, cuál, quién (a quién, de quién), cuánto, and qué are studied.

Negatives

This involves the placement of no, and the negatives nada, nadie, and nunca.

Question Formation

This includes inverted word order and the use of expressions such as ¿no es verdad? and ¿no?.

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Verb Structures

Included are the present tense of regular and selected irregular verbs, the preterite of regular verbs, the use of hay and había, the principal uses of ser and estar, the complementary infinitive, and the expressions ir a to express future, and para, plus the infinitive, in response to ¿para que?

Numbers

The cardinal numbers from 1 to 100 and the ordinals from 1 to 10 are studied.

SPANISH - LEVEL II

*pp. 97-99

Articles

This includes the masculine article with nouns ending in -ma, -pa, and -ta, and the use of articles with time expressions; common geographical terms; reflexive verbs to replace the possessive adjective with parts of the body and articles of clothing, and nouns of weight and measure.

Nouns

The comparison of equality and inequality, such as tanto talento como and más dinero que, is studied.

Pronouns

Included are the indirect object with its redundant use, as in Le doy la plata a Pepe; the indefinite pronouns algo, alguien, and todo; and the demonstrative pronouns, including the neuter forms esto, eso, and aquello.

FOREIGN LANGUAGES GRADES 6-7-8-9

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

Adjectives

Other subtopics are the relative pronouns que and quien(es) after a preposition; and the use of object pronouns for clarification and emphasis, as in the sentence Le escribió a él.

This includes the short forms of grande, alguno, ninguno, and santo; the comparison of equality and inequality; and superlative endings.

Adverbs

Formations with -mente and the use of adverbs in comparisons of equality and inequality are studied.

Verb Structures

This involves the preterite of irregular verbs; the imperfect of regular and irregular verbs; a comparison of the uses of the imperfect and the preterite; the idiomatic use of hace plus the present tense; and hace plus the preterite.

Also included are the future of regular and irregular verbs; the use of the present tense to denote the future; the conditional of regular verbs and common verbs, followed by a and de before the infinitive.

Additional topics are radical-changing verbs; orthographic-changing verbs; infinitives after prepositions, as in después de comer and sin hablar; gustar, and polite commands.

FOREIGN LANGUAGES GRADES 6-7-8-9

CONTENT AREA AND TOPIC

Numbers

LATIN - LEVEL I

Vocabulary
*pp. 8-12

Forms
*pp. 12-14

Reading
*pp. 15-20

Memory Work
*pp. 21-22

SKILLS AND KNOWLEDGE

This involves all cardinal numbers.

Latin vocabulary is acquired through context and a study of synonyms, antonyms, roots, prefixes, and suffixes.

The essential structural difference between Latin and English lies in the high degree of inflection inherent in the Latin language.

Emphasis is on the forms of high frequency, such as those of the active voice and the nominative, accusative, and ablative cases.

Forms are to appear in context.

Vocabulary, forms, and grammatical structures are preparation for reading. Reading is practiced by intensive and extensive reading lessons.

The translation of Latin should emphasize the meaning of a thought unit rather than that of individual words.

Many Latin phrases, proverbs, literary quotations, and abbreviations are widely used in English.

*LATIN: LEVELS I-IV Curriculum Bulletin No. 19

FOREIGN LANGUAGES GRADES 6-7-8-9

CONTENT AREA AND TOPIC

Derivation and Word

Study

*pp. 22-24

Dialogue

*pp. 25-28

Cultural Information

*pp. 39-41

SKILLS AND KNOWLEDGE

Roots, prefixes, and suffixes show the profound influence of Latin on the English language

Simple language patterns can be used in dialogues.

Memorized dialogues can be adapted and personalized.

The periods of Roman history; Roman government; classes of society; famous people in Roman history; Roman life, education, dress, recreation, religion; and famous myths are topics of cultural information.

Home Economics

Food, Nutrition and Home Experience.....82

Clothing, Textiles, and Home Experiences....84

Home economics is an integral part of the school program. It aims to help boys and girls assume responsibilities as family members through sharing specific group experiences. Personal competencies are developed by mastering the skills of daily living. Manipulative skills are fundamental and involved with other learnings such as: nutrition, consumerism, decision making, ecology, and the management of time, energy and money. Home Economics activities provide opportunities for pupils to apply skills learned in other curriculum areas. The Future Homemakers of America Clubs train participating youth for leadership. Home economics career education provides opportunities for intermediate and junior high school students to explore specific related clusters of occupations through mass production, enterprise experiences and field observations.

HOME ECONOMICS

The following areas are included in home economics:

- Foods and Home Experiences I
- Foods and Home Experiences II
- Foods and Home Experiences III
- Clothing and Home Experiences I
- Clothing and Home Experiences II
- Clothing and Home Experiences III
- Boutiquerie
- Child Care

Career Exploration:

- Orientation to the World of Work
- Consumer Service Careers
- Foods Careers
- Clothing and Fashion Careers
- Child Care Careers
- Housing Careers
- Interior Design Careers

Safety education is basic to everyday living. Focus on safe procedures is inherent in each home economics lesson. Experiences in the home economics class enable pupils to apply safe and efficient practical techniques through hands on activities. Housekeeping routines include the use, proper storage, and care of equipment and supplies. Pupils are constantly alerted to maintain a safe classroom environment. At the beginning of each home economics course there is basic safety instruction. Each pupil is tested and these records are kept on file. Appropriate safety instruction continues with immediate practical application in home economics lessons. The pupils are encouraged to apply safe practices and methods used in the home economics rooms to their own home situations. Each home economics room should contain the latest edition of the Board of Education's School Shop Safety Manual.

CONTENT AREA AND TOPICSKILLS AND KNOWLEDGEFOOD, NUTRITION AND HOME EXPERIENCES

Nutrition and Food

*pp. 30-34

*pp. 45, 46

*pp. 7-11

*pp. 11-12

**pp. 185-190

**pp. 33-158

**pp. 185-190

*pp. 56

**pp. 191-218

Consumerism

*pp. 34-35

The adolescent body has specific food needs.

Calories are a measure of heat and energy.

Each nutrient has a specific function in the utilization of food by the body.

The daily food intake should meet the energy and nutrient needs of the body.

Guides to good nutrition consider the many factors that affect food needs and utilization. (i.e. Basic Four, Star of Good Eating)

Meal plans should meet the varied needs of the family group. (Include the infant, young child, lactating mother, grandparent, etc.).

Accurate measurements and reading ability contribute to basic cooking skills.

Food can be nutritionally prepared and attractively served using basic cooking techniques.

Special consideration should be given to circumstances such as teenage pregnancies, active sports participation, adolescence, illness and recuperation.

American and foreign meals use similar food items in different combinations.

Nutrition food guides may be used to evaluate nutritional strength and shortcomings of food patterns of other lands.

Labels provide important information.

Specific criteria and standards for selection of food products should be applied.

Many factors influence the selection, purchase and use of fresh, preserved, or convenience foods.

Shopping manners are responsibilities of a good consumer.

Evaluation of factors affecting the use of money increases family satisfactions.

Money management is essential in planning for personal and family spending.

Cost of computing menus prepared in class may be used as a gauge for evaluating menus used in the home.

CONTENT AREA AND TOPICSKILLS AND KNOWLEDGE

*pp. 36, 49, 51
 **pp. 27

Management in School and
 Home Activities

*pp. 37, 48, 51

**pp. 28

*pp. 127-128

Safety

*pp. 35, 127

**pp. 19-26

Sanitation

*pp. 34, 36

**pp. 27-31

Social Acceptability Within
 the Home

*pp. 46, 47

**pp. 13-15

*pp. 38, 39

Consumer information is necessary for the food shopper, such as evaluating newspaper ads, understanding grade, labeling, and money value of services.

Cleanliness and order can contribute to happy homes.

Specific methods for care and maintenance of appliances are essential (range, refrigerator, countertops).

Suitable maintenance of furnishings preserves an attractive appearance.

Analysis and decision-making are basic in managing home activities. Effective work habits and scheduling of time are valuable in performing home activities.

Work plans for daily and periodic care of the home should involve all family members.

Storage facilities should be arranged according to frequency of use. Proper storage of food and equipment is basic to efficient home management.

Cleaning agents perform specific functions.

Student leadership is developed through assignments of special jobs and routine responsibilities.

Develop safety attitudes and habits in school.

Apply learnings of safe practices to the home, school and community.

Proper dishwashing procedures are necessary for cleanliness and health.

Laundry procedures are an essential knowledge for school and home.

Principles of sanitation and proper storage of food are practiced in each food preparation lesson.

Gracious hospitality includes many styles of table setting, such as family, buffet, and individual service.

Correct table setting and service add to eating comfort.

Acceptable table manners and table conversation help make meal-time pleasant.

CONTENT AREA AND TOPIC

**pp. 13-16

Getting Along in the Family

*pp. 39, 40, 50

Looking Ahead to Careers in Home
Economics, Foods, and Nutrition

*pp. 40, 41

CLOTHING, TEXTILES AND HOME EXPERIENCES

Construction, Using a Pattern

*pp. 67, 68

Consumerism

*pp. 71

SKILLS AND KNOWLEDGE

Members of the family have specific roles when guests come into the home.

Guests have specific roles when visiting.

The work and happiness of the home depend upon the contribution of each family member.

Each family member has obligations, contributions, and rights.

The family influences the development of an individual's competence in adjusting to society.

Good manners in school include the use and care of facilities.

Consideration of others is the basis of behavior in public places.

Community services to the home and family are more efficient if participants are cooperative.

Competencies in developing human relationships involve skill and practice.

Leisure time provides opportunities for shared family and individual activities.

Survey various career possibilities in Home Economics, Foods, and Nutrition. .

Become acquainted with high schools offering special programs leading to employment and post-secondary opportunities.

Choose pattern and fabric suitable for each other and for the individual.

Follow the directions of a pattern.

Construct an item with hand sewing and machine stitching.

Develop skill in at least one of a variety of handicrafts.

Develop pride in quality workmanship.

Fabrics are made from a variety of fibers.

A variety of cotton fabric is available for different uses.

Caring for one's own clothes contributes to happiness in the home.

CONTENT AREA AND TOPIC

*pp. 71

*pp. 75

*pp. 75

*pp. 76

Management

*pp. 67, 68

*pp. 127

Safety

*pp. 69

*pp. 127

CAREERS

Looking Ahead to Careers in
Home Economics, Clothing and
Textiles

SKILLS AND KNOWLEDGE

Regular daily care of clothing is an important habit to establish to prolong use of garments.

Methods of laundering and care vary according to type of fabric. Hang tags and labels should be studied for information according to present government regulation.

Required garment labeling identifies characteristics and care of fabrics.

Fashion enhances personality through appearance.

Media services provide current information regarding fashion.

Purchasing clothing requires consideration such as needs of family members, cost, care and storage.

Buying fabrics, notions, and ready-to-wear garments provides opportunities to apply basic knowledge.

Use available facilities efficiently.

Monitorial and routine assignments develop a sense of responsibility.

Safe practices in the use of sewing tools and equipment are basic to all activities in school and at home.

Routines form the basis of safe practices.

Investigate various career possibilities in Home Economics, Clothing, and Textiles.

Become acquainted with high schools offering special programs leading to employment and post-secondary opportunities.

Industrial Arts

Ceramics.....	90
Drafting.....	92
Electricity/Electronics...	93
General Crafts.....	95
Graphic Arts.....	97
Metal Working.....	99
Plastics.....	101
Woodworking.....	102

Industrial arts is an essential phase of general education. It aims to provide boys and girls in the elementary and secondary schools with an opportunity to acquire an appreciation and fundamental understanding of the highly technical and industrial world in which we live. It also aims to provide exploratory and experimental laboratory experiences which prepare our youngsters to be more useful members of their homes and their communities, more appreciative and intelligent as consumers and more valuable as citizens. Industrial Arts Grades 6-7-8-9 details fully our aims and objectives.

INDUSTRIAL ARTS

Via the hands-on activities, the construction of functional projects, and the interdisciplinary approach inherent in all industrial arts programs, students become highly motivated and aware of careers and career opportunities around us. The teacher provides an on-going program of related information lessons, enterprise experience, and mass production activities creating an educated sensitivity towards occupational possibilities. Shop management is an integral part of the program. Teachers should refer to Industrial Arts Shop Management for suggestions.

The following areas are included in this curriculum:

Wood	Special Education
Metal	Marine Technology
Plastics	Careers For Children
Drafting	Small Engine Repair
Ceramics	Enterprise Experience
Aerospace	Electricity/Electronics
Publications	Career Awareness Program
Photography	Publishing Activity Centers
Graphic Arts	General Industries Laboratories
Plant Ecology	Transportation/Power Dynamics
Driver Education	Communication Activity Center
Career Education	Elementary School Industrial Arts

Safety education is a vital and essential part of everyone's daily life. Continued emphasis on accepted shop safety procedures is encouraged in each of the industrial arts laboratories. Through exposure each student is able to develop safe working habits in his or her thinking, as in the skillful use of hand and power tools. In addition, each student is engaged in pupil personnel management responsibilities, encouraging organization and respect for the tools and machines which play such an important part in our lives. Each shop should contain the latest edition of the Board of Education's School Shop Safety Manual.

INDUSTRIAL ARTS GRADES 6-7-8-9CONTENT AREA AND TOPICSKILLS AND KNOWLEDGECERAMICS

Sources of Clay
 * pp. 86-88
 Time 5%

Hand-Building Methods and Sculpture
 * pp. 42-47, 50-55
 Time 30%

Molds and Casting
 pp. 58-69
 Time 15%

Decoration and Glazes
 * pp. 76-85, pp. 46-49
 pp. 88-99
 Time 15%

Potter's Wheel
 * pp. 70-75
 Time 10%

Different types of clay are used to make a variety of ceramic products.

Clay is found locally and in all parts of the world.

Hand-building methods in ceramics include the construction of projects using pinch, slab, and coil activities.

Sculpture work may include hollow core or solid pieces, and may use appendages to shape animals and other creative forms.

Ceramic products can be produced in quantity by using molds.

Molds are made from plaster of paris, and may be designed as one, two, three or more pieces.

Liquid clay or slip is poured into molds.

Glazes are used to protect and decorate ceramic objects. Different chemicals and oxides are used in preparing glazes.

Glazes may be applied by brush, painting, dipping, and spraying.

The potter's wheel is used to build projects by moving a ball of clay on a turning wheel; objects produced are hollow and curve shaped.

Attachments used in conjunction with the potter's wheel for mass production activities are jiggering and jollying.

* CERAMICS FOR SECONDARY SCHOOLS Curriculum Bulletin No. 7

** INDUSTRIAL CERAMICS Curriculum Bulletin No. 5

INDUSTRIAL ARTS GRADES 6-7-8-9

CONTENT AREA AND TOPIC

Kiln and Firing

* pp. 38-41
Time 5%

Industrial Ceramics Practices

** pp. 99-109
Time 5%

SKILLS AND KNOWLEDGE

A kiln is used to fire clay to a specific temperature, making it hard and durable.

Industrial processes are used to produce ceramic articles in quantity.

Machines used are the ball and pug mill; press, glass sagger, and gang molds; jiggering and jollying attachments; and silk screen appliqué.

INDUSTRIAL ARTS GRADES 6-7-8-9CONTENT AREA AND TOPICSSKILLS AND KNOWLEDGEDRAFTING

Drafting As A Language

- * pp. 1-8, pp. 12
- Time 10%

Types of Mechanical Drawings

- * pp. 44, 45, 48, 49
- 50, 51, 62, 63,
- 66, 67
- Time 60%

Lettering and Symbols

- * pp. 18, 19, 30, 31,
- 70, 71
- Time 20%

Drawing Reproductions

- * p. 72
- Time 10%

Mechanical drawings provide a method of transmitting ideas, designs, methods of construction, and other information which cannot be satisfactorily transmitted by the written or spoken word. The language of drafting is universal almost to the extent that mathematics is a world-wide language.

The three basic types of mechanical drawings are orthographic projections, isometric projections, cabinet drawings. Each is suited to different purposes, and sometimes two types may be required on complex drawings.

Some drawings are not merely for the transmittal of information but are the only means of determining construction techniques, sizes or shapes.

One example of this is the development of sheet metal patterns.

Lettering is an integral part of drafting techniques. Proper labeling and dimensioning of drawings are essential to the completeness of the information recorded in the drawing.

Standard symbols and signs are used as shortcuts for understanding and simplification of drawings. Many symbols and signs are universally used by draftsmen, as part of the drafting language.

Mechanical drawings are reproduced by tracings and blue or white prints, and by many photographic and xerographic processes.

Computers can be programmed to reproduce drawings, even changing viewing angles, at the will of the operators, on paper or on screens.

INDUSTRIAL ARTS GRADES 6-7-8-9

CONTENT AREA AND TOPICS

ELECTRICITY/ELECTRONICS

- Electron Theory
* pp. 66-67
Time 5%
- Conductors and Insulators
* pp. 69-70
Time 5%
- Electrical Circuits
* pp. 80-87
Time 15%
- Sources of Electricity
* pp. 104-109
Time 5%
- Magnetism and its Application
pp. 112-119
Time 15%

SKILLS AND KNOWLEDGE

- Electricity is based on the theory that electrical current is the movement of electrons.
The units used to measure electricity are the ampere, the volt, and the ohm.
- Electrons can be made to do various things according to the material through which they pass.
Conductors and insulators have different characteristics and uses.
- Symbols and schematics are used universally in electrical circuitry.
The essential parts of any circuit, when properly connected, form the path for the flow of electricity.
- Generators are the major source of electricity; however, other sources for electricity can be obtained from chemicals, light, heat, pressure on a crystal, and by the action of living organisms.
- The basic principles of magnetism provide the fundamentals for the generator, which is the primary source for electricity.
The transformer and motor operate on the principle of magnetic attraction and repulsion.

* ELECTRICITY/ELECTRONICS FOR INTERMEDIATE & J.H.S. Curriculum Bulletin No. 11
** SCHOOL SHOP SAFETY MANUAL Experimental Edition October, 1977

INDUSTRIAL ARTS GRADES 6-7-8-9

CONTENT AREA AND TOPICS

Testing and Measuring Electricity

* pp. 132-138
Time 10%

Electricity in the Home

* pp. 140-147
pp. 8, 9
Time 15%

Electronics

* pp. 156-164
Time 15%

Communications Activity Center

Time 5%

SKILLS AND KNOWLEDGE

Many electrical testing instruments are designed for specific applications while others, such as the multi-meter, are multi-purpose.

Electronic test instruments such as the oscilloscope and tube tester are highly sophisticated tools designed to trace an electrical signal.

The principles of electrical safety must be practiced in order to avoid the hazards of home accidents involving electric shock.

The best safety rule to follow is to avoid contacting "live" electrical wires, terminals and connections. Protective devices are designed to open the circuit in the event of over-current.

Electrical codes and regulations are necessary to provide for the safety of persons and property.

Electricity enters the home through the service entrance; is metered at the kilowatt - hour meter; is distributed throughout the house through the distribution center to general purpose circuits; appliance circuits, and individual circuits.

The vacuum tube and transistor provide the basic components for radio transmission.

Radio reception occurs when the tuner receives the radio waves through the antenna. The speakers then convert the electrical signal into a sound wave.

The Communications Activity Center is designed to use the short wave radio equipment in the school to promote and develop amateur radio enthusiasts.

INDUSTRIAL ARTS GRADES 6-7-8-9

CONTENT AREA AND TOPICS

GENERAL CRAFTS

Mechanical Drafting
* pp. 3-9
Time 10%

Art Metal
* pp. 10-21
Time 10%

Plastics
* pp. 45-48
Time 10%

Aerospace
** pp. 1-100
Time 10%

Ceramics
* pp. 25-33
Time 10%

Leatherwork
* pp. 34-45
Time 10%

SKILLS AND KNOWLEDGE

The development of layout, measurement, and design capabilities is developed through mechanical drafting. The use of drafting materials and equipment is the means whereby creative and mechanical concepts are put in final working form.

A variety of processes is used to shape and decorate metals as art forms, and includes enameling, cloisonne, repousse and polishing.

Plastics is a material that can be shaped and formed to the specific needs of industry with ease. The processes of forming, shaping, bonding and decorating plastics are introduced as they relate to project construction.

The fundamental concepts of aerospace technology are inherent in model spacecraft. The construction of flying model airplanes demonstrates the principles of flight and the special construction precautions necessary for building safe aircraft.

A variety of processes is used to shape and decorate clay and includes mosaic tile and relief work, incising, graffito, and glazing.

Animal hides are transformed into leather which is used for making articles of clothing and accessories. Leather work processes include material preparation, carving, stamping, finishing, and fastening.

* INDUSTRIAL CRAFTS 6th GRADE Experimental Edition

** INDUSTRIAL ARTS AEROSPACE For Intermediate and Junior High School Part 2 Aug. 1970; Experimental Edition

*** TEACHERS HANDBOOK FOR THE HANDICAPPED

INDUSTRIAL ARTS GRADES 6-7-8-9

CONTENT AREA AND TOPICS

Marine Technology
* pp. 78-81
Time 10%

Mass Production
*** p. 272
Time 15%

SKILLS AND KNOWLEDGE

Maritime activities are a major industrial endeavor in the New York City area.

Marine technology supports this endeavor with instruction in the mechanics of boat building, marine hull maintenance and repair, and the operation of small engines.

The growth and development of industry is dependent upon mass production. The techniques of mass production involve product design, advertising, packaging, and merchandise distribution.

INDUSTRIAL ARTS GRADES 6-7-8-9

CONTENT AREA AND TOPICS

GRAPHIC ARTS

Hand Composition and Presswork

- * pp. 5-17
- pp. 50-58
- Time 20%

Offset Preparation and Printing

Bookbinding

- * pp. 18-25
- pp. 83-93
- Time 15%

Picture Reproduction

- * pp. 24-42
- pp. 73-75, 94-96
- Time 20%

SKILLS AND KNOWLEDGE

Hand composition is the orderly assembly of type and cuts for the printed page.

The tools and equipment of composition include hand type, composing stick, leads, slugs, reglets, and the printer's galley.

Hand and power platen presses use a metal chase to hold the locked-up type during the printing process.

Offset printing is a process developed from lithography, using the principle that oil and water do not mix.

The printing plate is made from a "paste-up" of different elements.

Elements may include hot and cold type composition, photos and half tones, drawings and decorations.

The offset press operates with a positive plate, offsets the printing to a blanket, and then in turn to the printed page.

The binding of printed pages can be done by signature, spiral binding, stapling, or glueing.

Covers may be made of cardboard and cloth or heavy-weight paper.

The production of pictures may be made by dry-point engraving, linoleum block printing, and/or silk screen printing. Each method meets a particular need and produces a definite style of printing.

* GRAPHIC ARTS 7, 8 & 9 Curriculum Bulletin No. 13

** GRAPHIC ARTS FOR SECONDARY SCHOOLS Experimental Edition March, 1970

*** PASTE MAKE-UP-A TEACHING GUIDE

INDUSTRIAL ARTS GRADES 6-7-8-9CONTENT AREA AND TOPICS

Photography

** pp. 59-64
Time 10%

Rubber Stamps

** p. 94

SKILLS AND KNOWLEDGE

Photography is the process of reproduction of images by exposing light-sensitive materials to light. Pictures are "printed" from negatives.

Rubber stamps are made in a two-step process involving a molding board and the vulcanization of the rubber type.

INDUSTRIAL ARTS GRADES 6-7-8-9

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

METALWORKING

Bench Work

- * pp. 34-40, pp. 65-67
Time 20%

The fundamental skills and knowledges in the use of basic handtools are used to fashion ferrous and non-ferrous metals into useful products.
The safe and effective use of these tools and shop equipment will have application to other metalworking areas.

Machine Operations

- * pp. 41-43, pp. 77-96

The use of power machines in construction and fabrication provides opportunities to make more challenging projects.
The machine can be used as an aspect of mass production techniques.

Sheet Metal

- * pp. 44-50, 97-114
Time 20%

Sheet metal work requires the working knowledge of mathematics in the design, layout, and fabrication of related projects.
Special joints requiring folding, riveting, and/or soldering are employed in this area.

Art Metal

- * pp. 50-64, pp. 115-134
Time 20%

Art metal and jewelry are designed and made of non-ferrous metals, and include techniques in copper enameling, lapidary, and repros.
The additional skills required in this area include working with copper, aluminum, German silver and semi-precious stones.

Ornamental Metal

- * pp. 61-63, pp. 147-161
Time 10%

The skills in scrolling, bending, riveting, planishing, and peening of wrought iron are inherent in this area.
Early American (colonial) craftsmen fashioned their household articles with these materials and with these techniques.

* METALWORKING FOR SECONDARY SCHOOLS,
(Curriculum Bulletin No.7)

INDUSTRIAL ARTS GRADES 6-7-8-9CONTENT AREA AND TOPICS

Cast Metal

* pp. 59-60, pp. 135-146
Time 5%

SKILLS AND KNOWLEDGE

The process of pouring molten metals into sand or metal molds has many practical applications in the school shop and in modern industry.
Special consideration is given to personal safety in the handling of molten metals.

CONTENT AREA AND TOPICS

PLASTICS

Orientation to Plastics Technology

* pp. 70-90
Time 5%

Molding and Forming of Thermoplastics

* pp. 26-39
Time 30%

Plastics Bonding Process

** pp. 254-267
Time 25%

Vinyl Dispersion

pp. 247-251
Time 10%

Plastics Decoration

* pp. 42-44
Time 15%

SKILLS AND KNOWLEDGE

The study of plastics technology involves the history and growth of the plastics industry, and an analysis of the types of plastics used in a variety of consumer products.

The molding and forming of thermoplastics is introduced through the processes of injection and pressure molding, extruding, vacuum forming, strip heat shaping, and encapsulating with plastic resins.

The bonding of several plastic parts is an integral function of plastics-product production. This is accomplished through the processes of cohesive and adhesive cementing, heat sealing, laminating, fibre glass molding, and hot air welding.

The action of heat and centrifugal force on colored vinyl powders, placed in rotational molding-oven molds, produces many types of hollow and intricately shaped objects.

These may be bottles, cases, irregularly shaped life forms, and useful dispensers which are seamless and require no further fabrication.

Surfaces of plastics can be altered for useful and decorative purposes.

Directional signs, name tags, identification plates, and polished jewelry items can be produced in quantity by engraving, hot stamping and design appliqué.

* PLASTICS FOR SECONDARY SCHOOLS. Experimental Edition June 1967

** TEACHERS HANDBOOK FOR THE HANDICAPPED

INDUSTRIAL ARTS GRADES 6-7-8-9CONTENT AREA AND TOPICSWOODWORKING

Wood Structure and Growth

* pp. 53-55
Time 5%

Layout and Testing

* p. 7
p. 9
Time 5%

Hand Tool Bench Work

* pp. 7, 8
pp. 9-13
Time 30%

Machine Tool Use

** pp. 15-19, 45-60,
89-98
Time 20%

* WOODWORKING - GRADES 7, 8, 9

CUR. BUL. 1965-66 NO. 14

** INDUSTRIAL ARTS WOODWORKING

SECONDARY SCHOOLS

CUR. BUL. 1963-64 NO. 10

SKILLS AND KNOWLEDGE

The particular growth patterns and grain structure of wood determine where and how it is used, and how it is fabricated into useful products. Lumbering, and the preparation of wood for use, are facets of the woodworking industry.

Layout of shapes and sizes of wood pieces is made directly on the lumber being used.

Throughout the process of fabricating wooden products, tests for squareness and size are made to insure proper fit for assembly.

A considerable part of the production of wood projects requires the use of traditional woodworking hand tools and power portable tools.

Skill in hand and portable power tool operation is essential to proper completion of wood projects.

The use of machine tools, such as the scroll saw or drill press, is needed for completion of most wood products. Specialized machines, such as the wood-turning lathe, produce specialized shapes required in wood production.

INDUSTRIAL ARTS GRADES 6-7-8-9

CONTENT AREA AND TOPICS

Construction of Joints
* pp. 7, 8
pp. 14, 93-95
Time 20%

Wood Finishing
* pp. 8, 9
pp. 14, 95
Time 10%

Tool Sharpening and Maintenance of Tools
* p. 8
pp. 15
Time 10%

SKILLS AND KNOWLEDGE

The assembly of parts of a wooden product requires various wood joints.
Joinery involves the construction of particular joints for particular uses, such as dovetail joints for drawer fronts, or mortise and tenon joints for table legs.
Simple joints are made with glue and nails or screws.

Most woods require finishing, as a protection and for esthetic purposes in wood products.
Natural finishes involve the use of stains, fillers, and coatings such as varnish or shellac.
Finishes, such as oil based or latex paints, cover the natural grain of wood.

Since woodworking requires razor-sharp edged tools, frequent sharpening and honing are needed.
The use of grinders, oil stones, slip stones, and honing techniques keeps edged tools sharp.

Library Media

The library media program is a service, an instructional and management system shaped by the school's philosophy, its learning objectives, the characteristics of learners, teachers' skills, the curriculum, and the organization of the students for learning. The librarian's role is the implementing of this program so that learners can develop the ability to find, generate and apply information. The program provides:

- a systematic introduction to books, films, and recordings, and instruction in finding, analyzing and using information and creating new media;
- consultation services in the use of media resources, equipment, and facilities for the improvement of instruction;
- environments which foster the effective use of media resources, both human and material;
- production of materials created to meet specific needs of students and teachers.

The Library Media Center is a laboratory where the use of all resources is purposeful, planned and integrated with classroom teaching. Its use is intended to individualize instruction.

Although "library media" is not a subject area, it is related to all content areas. There are competencies and skills to be learned through repeated use of library resources in a variety of subject contexts. The four levels of development in the use of library media are sequentially:

- learning to use tools to locate materials
- learning to select material appropriate for the purpose and type of information needed
- learning various ways in which selected material can be used most effectively
- developing critical judgment in evaluating materials with regard to their suitability, accuracy, authenticity, bias and propaganda.

A complete skills program must include all four levels in each grade. The key to the success of the program is the integration of the teaching of library skills with classroom instruction. Attempts to teach skills in isolation may lead to student frustration and seriously impair the student's ability to use libraries independently and intelligently.

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

ORIENTATION TO THE LIBRARY MEDIA CENTER
(grades in junior high schools)

Tours, diagrams and floor plans explain facilities and circulation procedures.
The library is a cultural force which permits life-long learning.

USE OF LIBRARY MEDIA RESOURCES

Microfilm and Microfiche

Microfilm is a continuous roll of film containing a photographic image of printed or graphic materials, reduced for economical storage.
Microfiche is a sheet of film containing photographic images of printed or graphic materials, reduced.
Magazine and newspaper articles on microfilm are read to answer questions on a given topic.

Specialized Reference Books

The New York Times Index is used to locate specific articles which have appeared in the New York Times.
Specialized reference books, such as Current Biography, The Book of Popular Science, The Guinness Book of World Records, give detailed information on a given subject.
The Readers' Guide to Periodical Literature is an index to current articles in a variety of types of magazines.

Giving Credit

Credit is given to the source(s) of facts or theories through the use of quotation marks and footnotes.

INTERPRETATION OF LIBRARY MEDIA RESOURCES

Fact and Opinion: Differentiating

Facts and ideas are inferred from material read, listened to, and viewed.
Word clues such as "always" and "everyone" help distinguish fact and opinion.
Editorials and articles by columnists represent an interpretation of facts or issues.

CONTENT AREA AND TOPICSKILLS AND KNOWLEDGE

Unsubstantiated statements are identified.
 Propaganda devices are sometimes used in printed and audio-visual materials; e.g., testimonials, tone of voice, emotion-laden words.

Critical Use of Sources

Newspapers:

There are different types of news items in a newspaper.
 Recognizing differences in coverage and emphasis of events, as written up in more than one newspaper, is valuable.

Reference Books:

Bibliographies in encyclopedias and other non-fiction books are sources of additional information on a given topic.
 A quick examination of the front and back matter and illustrations of a book is a good way to evaluate its usefulness as a specific source of information on a particular topic.

Organizing Material

The choice of a topic for a report involves:

- some interest and/or knowledge of the subject;
- the availability of material determined by a preliminary search for information;
- an overview of the subject from an encyclopedia.

Ideas and information are summarized in an outline that relates main ideas to subordinate ones.
 Generalizations are made from statistical and narrative data.
 Audiovisual productions, e.g., slide-tape programs, are prepared as reports for class presentation.

Approaches to Literature

Adolescent growth is explored through literature written expressly for the teenager.
 The approach and interpretation of an author may be influenced by the time or place at which the work was written.

Typewriting

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The middle school typing program is designed primarily to enable pupils to develop touch typing skills. The application of these skills extends to typing classroom notes, preparing term papers, preparing book reports in acceptable form, documenting homework, and other personal uses. Another objective of the program, as prescribed by the official curriculum guide, is to supplement instruction in English language art skills with emphasis on spelling, punctuation, syllabication, paragraphing, and capitalization.

Ideally, typewriting should be offered four or five periods a week for two consecutive semesters. This sequence and frequency of instruction assure acquisition of automatic skills for most pupils. It is the experience of teachers and supervisors of typewriting that typewriting programs of fewer than four periods per week for two consecutive semesters are neither effective nor productive since in many cases the desired skill is not acquired.

TYPEWRITING - KEYBOARD
MASTERY AND SKILL
DEVELOPMENT
GRADES 7-9

Typewriting lesson aims are specific, but need not be identified on the chalkboard in the usual style; however, they must be reasonably attainable. Teacher demonstration is vital to almost every lesson in typing; the demonstration may be individualized at the student's desk or presented on the demonstration typewriter. Pupil typing, preferably of meaningful material, should be the overwhelmingly dominant activity; pupil efforts must be guided and purposefully executed.

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

BASIC TECHNIQUES

*pp: A4-A5

Proper typing posture. The back is straight; feet are flat on the floor with one foot slightly ahead of the other; the body is a handsman from the machine, centered in front of the j key.

Returning to home keys. At the beginning stages of skill acquisition, all fingers return immediately to home keys, asdf jkl;.

Correct stroking. The fingers strike the keys in a ballistic motion; the appropriate finger darts forth, strikes the key and is quickly withdrawn and is readied for the next stroke.

Using space bar. The right thumb hovers over the space bar. It strikes the space bar quickly. A slow motion will cause the typewriter to skip more than one space.

Returning the carriage. On manual machines the f, d, and s fingers are placed against the carriage return lever. A quick toss-of-the-wrist action is used to return the carriage to the margin. On electric machines, the right little finger is extended to tap the return key.

Changing paper. The paper bail is raised, the paper placed against the paper guide, and the paper is quickly rolled into the machine. The paper release may then be disengaged to allow for the paper to be straightened. It is then re-engaged, and the paper bail is placed on the paper with the rollers dividing the paper approximately into thirds.

BASIC MACHINE PARTS

*pp: A5-A6

Paper table and guide. The paper table is used for resting the paper as it is readied for insertion into the typewriter. The paper guide is set at a number suggested by the textbook being used by the class.

Paper release. Removal of paper from the machine, and the straightening of the paper after insertion, require use of the paper release. Never should the paper be rolled out of the machine.

Carriage return. This device is employed for returning the machine to the margin while advancing the platen. Students should be discouraged from using the platen knobs for this purpose.

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

BASIC MACHINE PARTS

*pp: A5-A6

Space bar. The space bar may be either single or dual level. On those machines equipped with a dual level action space bar, depressing it to the second level will cause the spacing action to repeat until the space bar is released.

Paper bail. This is used to hold the paper in place and as a guide in proofreading. Most paper guides are ruled with space markings.

Tabulator. The tabulator key or bar is used for indenting paragraphs and advancing the carriage or typing element to predetermined carriage or carrier settings. Use of the tabulator mechanism should be postponed until it can be taught in context.

Backspace key. This key is used for spacing the typewriter in a rightward direction. It is employed for striking over in rough draft work, constructing special symbols not on the typewriter, backspace calculation of center points, and pivoting.

Shift key and lock. The shift keys are operated with the little fingers. To obtain the uppercase of any of the keys on the right side of the keyboard, the left shift key is used; the right shift key is used for uppercase characters on the left side of the keyboard. The shift lock is employed for typing successive uppercase characters. It is released by depressing either of the shift keys.

Line-space regulator. The line-space regulator is used to control the space between lines of typing. On some machines the line-space regulator may be set for one-and-a-half spacing.

Margin stops. The margin stops are used to stop the machine at predetermined settings.

KEYBOARD MASTERY

*pp: A6-A8

Alphabetic keys. Through specially constructed copy in the elementary skill acquisition stage, along with paced practice, the student is guided through progressively higher levels of skill attainment. The teacher stresses process of correct stroking dynamics rather than

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

KEYBOARD MASTERY

*pp: A6-A8

correct typescript. The order of priorities in teaching the alphabetic keyboard is first, technique; second, speed; and last, accuracy of product.

Shift keys. Through direct observation, the teacher will determine whether or not students are shifting correctly.

Punctuation marks. Through observation of the student's typescript, the teacher will determine whether or not the student is applying acceptable typing style to the typing of punctuation marks.

Number keys. Although the number keys are important, and are becoming increasingly so, time constraints in the middle school typing program prohibit skill acquisition on the numeric keyboard to the mastery level. These keys are taught for acquaintanceship skill. The training may serve as a basis for skill development at the mastery level later in the typewriting program.

Symbol keys. Develop mastery level skill only on high frequency symbol keys, such as the dollar sign, parenthesis, and the hyphen. The less frequently used symbols should be taught for acquaintanceship.

SKILL DEVELOPMENT

*pp: A9-A11

Speed of at least fifteen words per minute. Fifteen words per minute is the speed requirement of Level I of the New York State Typewriting Syllabus. It is assumed that the student will progress at least to Module II, which requires for completion a minimum sustained speed of twenty words per minute for three minutes. Attainment of speeds below twenty words per minute at the end of the course is not desirable, since it is generally agreed that the skill at these lower speeds is not automatized.

Efficient speed development requires goal setting by the teacher and student, and teacher-supervised, paced practice. Speed is efficiently developed through a systematic approach that includes such speed-building approaches as the pre-test, drill, post-test sequence, with the inclusion of spurt drills as part of the drill cycle.

Accuracy. This is the last factor to consider in the keyboard teaching phase. As with speed development, the same procedures should be employed,--goal setting, pre-test, drill, post-test.

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

SKILL DEVELOPMENT

*pp: A9-A11

The teacher should direct the student to strive for speed and accuracy separately, and grade each separately. Error detection and correction. A flawless typescript produced within a minimum amount of time is the hallmark of an expert typist. To attain this, fuse together the separate skills of rapid and accurate keystroking, arranging type on paper, and detecting and correcting errors. Drill must be provided in correcting errors.

HORIZONTAL CENTERING

One word with an even number of characters.
One word with an odd number of characters.
Two or more words.
All caps.
All caps with hyphenated word(s).
Spread words and lines.
The teaching of centering is developmental. Start with one word with an even number of characters, and graduate to spread words and lines. Horizontal centering may be taught by either the backspace method or arithmetic method. For simple horizontal centering problems, the backspace method is the more efficient. Horizontal centering will serve as a foundation for solving tabulation problems.

VERTICAL CENTERING

*pp: B4-B6

Vertical lines per inch. Six vertical lines constitute one inch.
Lines per page or half page. There are sixty-six lines to an eleven inch sheet of paper and thirty-three lines to a five-and-a-half inch sheet.
Counting lines of copy. Provide practice in counting typed and blank typewriter lines.
Centering of several lines. Count the number of typed and blank lines. Subtract this number from the total number of available lines on the paper. Divide the results by two. The answer is the number of blank lines that should be allowed for top and bottom margins.
Block centering. Determine the longest line. Base horizontal margin calculations on the length of this line. To determine the vertical starting point, use the method described above for centering of several lines.

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

SIMPLE ENUMERATIONS

*p. B6

Typing of enumeration with;
Arabic numbers less than 10.
Arabic numbers more than 10.
Capital-lettered items.
Roman numerals.
The key point to teach is the alignment of period in the enumeration letters and or numbers.

TYPING ON RULED LINES

*p. C11

Variable line-spacer. The variable line-spacer is used for resetting the writing line.
Ratchet release. This part is also used to reposition the writing line; but unlike the variable line spacer, it allows the typist to easily return to the original line of writing. One use of the variable line-spacer would be for typing exponents.
Centering items on ruled lines. This skill is particularly useful in forms typing.

PERSONAL - BUSINESS LETTERS

*pp: C12-C13

Letter Parts:
Dateline. The dateline may be typed at the left margin, immediately to the right of the center point, or pivoted from the right-hand margin. There are usually six lines between the date line and the inside address, but this may be varied to give a well-balanced appearance to the letter.
Inside address. The inside address must always be typed at the left margin. It is usually typed six lines below the date line.
Salutation. The salutation must always be typed at the left margin.
Body. The body of a letter is usually divided into at least three paragraphs.
Complimentary close. The complimentary close may be typed at the left margin, immediately to the right of the center point, or pivoted from the right-hand margin.
Enclosure notation. The enclosure notation is always typed at the left-hand margin.
Dictator's initials. If the name of the originator is typed, the originator's initials should not appear as a notation along with the typist's initials.

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

PERSONAL - BUSINESS LETTERS

*pp: C12-C13

Typists' initials. The typist's initials should only be included if the letter is not typed by the originator.
Typing of envelopes. Give students practice in typing various-sized envelopes. Include practice in typing the return address.

COMPOSING AT THE TYPEWRITING

Lists,
sentences,
paragraphs, and
reports.

Composing at the typewriter is a skill that must be learned. Begin by having students provide one-word responses and gradually advance to the composing of reports at the typewriter. Composing at the typewriter must not be started until the pupil has automatized his typing skill to between twenty and thirty words per minute.

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193

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Appendix A - Phoneme Tables

Consonant Correspondences in Various Positions *

[This chart, provided for teacher reference, is to be used at the teacher's discretion. Individual items are to be taught to the children as and when needed.]

Sound or Phoneme	Letter Label	Position			Sound or Phoneme	Letter Label	Position		
		Initial	Medial	Final			Initial	Medial	Final
/b/	b	bat	tuba	cab	/n/	ng		singer	sing
/k/	c	can				n		drink	
	k	kitten	baker	break	/p/	p	picnic	piper	drip
	ck		packer	sack		pp		supper	
	ch	chasm			/r/	r	rain	bearer	car
	qu	quick	liquor	opaque		rr		hurry	burr
/s/	s	sit				wr	wreck		
	ss		passer	pass		rh	rhetoric		
	c	city	racer		/ʃ/	sh	ship	smasher	lash
/tʃ/	ps	psalm				s	sure		
	ch	chip	crusher	rich		ci		specious	
	c	cello				ce		ocean	
/d/	d	doll	soda	mad		ss		passion	
/f/	f	fit	heifer	life		ti		nation	
	ff		baffle	cuff	/t/	t	teacher	meter	hit
	ph	photo	siphon			tt		sitter	
	gh			rough		pt			receipt
/g/	g	get	tiger	rag		bt		debtor	debt
	gh	ghetto			/θ/	th	thin	ether	path
	gg		bigger		/ə/	th	then	either	bathe
/j/	g	gym		rage	/v/	v	voice	mover	wave
	j	jump			/w/	w	work	shower	cow
	dg		ledger	badge	/ks/	x			box
/h/	h	house	ahead		/y/	y	yard	Sawyer	sy
	wh	who			/z/	z	zoo	blazer	dogs
/l/	l	lake	sailor	metal		s		loser	
	ll		filling	hall		zz		nozzle	jazz
/m/	m	man	tamer	ham	/ʒ/	z		azure	
	mb		comber	tomb		s		measure	
	mm		summer			si		delusion	
/ŋ/	n	night	finer	hen					
	nn		sinner						
	gn	gnaw							
	kn	knit							

* Robert B. Ruddell, *Reading-Language Instruction: Innovative Practices* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1974) pp. 297-298. Reprinted by permission.

Vowel Correspondences **

Sound Label	Vowel	Letter Label	Example
Unglided or short	/æ/	a	at
		au	laugh
Glided or long	/ey/	a e	lane, ate
		ai	bait
		ea	break
		ei	rein
Unglided or short	/e/	e	men
		ea	head
		eo	leopard
		ai	said
		ie	friend
Glided or long	/iy/	e e	Pete
		e	be
		ea	beat
		ee	beet
		ei	receive
		ie	belief
Unglided or short	/i/	i	bit
		ui	build
		y	hymn
		u	busy
Glided or long	/ay/	i e	bite
		uy	buy
		ie	flies
		ai	aisle
Unglided or short	/a/	o	hot
Glided or long	/ow/	o e	home
		oa	boat
		ow	show
		o	go
		ew	sew

Sound Label	Vowel	Letter Label	Example
Unglided or short	/a/	u oo ou	bus blood enough
Glided or long	/yuw/	u.e ew	mule few
Unglided or short	/u/	oo u ew ui	good put flew fruit
Unglided or short	/ɔ/	a au o aw	talk Paul dog law
Glided or diphthong	/aw/	ow ou	drown loud
Glided or diphthong	/ɔy/	oy oi	toy coin
Note: an unglided or short vowel followed by -r is sometimes referred to as an r-controlled vowel	/ar/, /er/	ar, ea	cart, pear
	/ir/, /or/	ea, oa	ear, oar
	/ur/, /yur/	oo, u.e	poor, pure
	/ar/	e	her

** Roddell, Reading-Language Instruction: Innovative Practices, pp. 298-299
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APPENDIX B -- CURRICULUM PUBLICATIONS

PRINTED PUBLICATIONS

(Available from: Publication Sales Office, New York City Board of Education, 110 Livingston Street, Brooklyn, N.Y. 11201)

ART

Art (Elementary), 1963-64, No. 8: 146 pp.

Art (Middle Schl.), 1977-78, No. 3: 127 pp.

Art Teaching Guides: Puppets and Puppetry, 1968-69, No. 8h (Reprinted 1975): 20 pp.

COMMUNICATION ARTS

Handbook for Language Arts: Pre K-Gr. 2, 1965-66, No. 8 (Reprinted 1975): 416 pp.

Sequential Levels of Reading Skills: Gr. Pre K-12, 1967-68, No. 4 (Reprinted 1970, 75, 79): 324 pp.

Handbook for Language Arts, Gr. 3 & 4, 1969-70, No. 6: 360 pp.

Handbook for English Language Arts, Gr. 5-12: Reading & Literature, 1967-68, No. 10 (Reprinted 1969, 75, 79): 324 pp.

Handbook for English Language Arts, Gr. 5-12: Speech & Composition, 1969-70, No. 21: 221 pp.

Handbook for English Language Arts: Gr. 5-12: Language Strand, 1974-75, No. 4: 286 pp.

ENGLISH AS A SECOND LANGUAGE

ESL: Teaching English as a Second Language in the Middle Grades, 1967-70, No. 7: 190 pp.

FOREIGN LANGUAGES

Chinese: Levels 1 & 2, 1972-73, No. 7: 165 pp.

German: Levels 1-4, 1966-67, No. 11c: 222 pp.

Hebrew: Levels 1-4, 1966-67, No. 11b: 207 pp.

Latin: Levels 1-4, 1967-68, No. 19: 146 pp.

Russian: Levels 1-4, 1970-71, No. 6: 224 pp.

HEALTH EDUCATION

Health Ed (Elementary Schls.), 1969-70, No. 2: 249 pp.

Health Ed (Secondary Schls.), 1972-73, No. 10: 341 pp.

HOME ECONOMICS

Home Economics Gr. 7-8-9, 1963-64, No. 4: 169 pp.

Young New Yorker's Cookbook, 1973-74, No. 9: 244 pp.

INDUSTRIAL ARTS

Ceramics (Secondary), 1961-62, No. 7 (Reprinted 1966, 74): 130 pp.

Industrial Ceramics, 1971-72, No. 5: 133 pp.

Drafting Experiences for Intermediate Schl. Pupils: A Resource Bulletin for Teachers of Industrial Arts, 1966-67, No. 9 (Reprinted 1970): 75 pp.

Electricity-Electronics (Intermediate & HS), 1970-71, No. 11: 196 pp.

Graphic Arts Gr. 7-8-9, 1965-66, No. 13: 65 pp.

Metalworking (Secondary), 1966-67, No. 7: 191 pp.

Woodworking: Gr. 7-8-9, 1965-66, No. 14: 67 pp.

Industrial Arts Woodworking: (Secondary), 1963-64, No. 10 (Reprinted 1969): 111 pp.

MATHEMATICS

Math: Pre K-1, Pt. I, 1966-67, No. 6a (Reprinted 1968, 74): 67 pp.

Math: Pre K-1, Pt. II, 1966-67, No. 6b: 150 pp.

Math: Gr. 1 - Scope & Sequence, 1970-71, No. 2: 16 pp.

Math: Gr. 2, 1977-78, No. 11: 180 pp.

Math: Gr. 3, 1977-78, No. 9: 172 pp.

Math: Gr. 4 & 5 - Scope & Sequence, 1969-70, No. 8 (Reprinted 1973, 75): 46 pp.

Math: Grade 6 - Scope & Sequence, 1970-71, No. 4: 22 pp.

Math: 9th Yr., 1966-67, No. 4 (Reprinted 1969): 304 pp.

General Math: 9th Yr., 1964-65, No. 16 (Reprinted 1968, 70): 270 pp.

MUSIC

Teaching Music: Gr. K 4, 1978-79, No. 5: 99 pp.

SCIENCE

Science: Gr. K-2, 1965-66, No. 7 (Reprinted 1968, 70, 75): 267 pp.

Science: Gr. 3-4, 1966-67, No. 11 (Reprinted 1969, 75): 339 pp.

Science: Gr. 5, 1968-69, No. 6 (Reprinted 1974): 264 pp.

Science: Gr. 7, 1971-72, No. 2: 313 pp.

Science: Gr. 8, 1967-68, No. 20: 400 pp.

Science: Gr. 9, 1968-69, No. 9: 309 pp.

SOCIAL STUDIES

Gr. 1: Living & Working Together in the Community, 1967-68, No. 26 (Reprinted 1970, 76): 113 pp.

Gr. 2: How People Live in City Communities Around the World, 1968-69, No. 2: 193 pp.

Gr. 4: American People & Leaders: How the U.S. Began & Grew, 1968-69, No. 3: 130 pp.

Gr. 7: American History: Historical Development of the U.S., 1967-68, No. 2e (Reprinted 1970): 130 pp.

Gr. 9: World Studies: Eastern Civilizations--Regional Studies (Revised Edition), 1969-70, No. 12: 397 pp.

EXPERIMENTAL PUBLICATIONS

(Available from: Office of Curriculum Development & Support, New York City Board of Education, 131 Livingston Street, Rm. 619, Brooklyn, New York 11201)

EXPERIMENTAL PUBLICATIONS

(Available from: Office of Curriculum Development & Support, New York City Board of Education, 131 Livingston Street, Rm. 619, Brooklyn, New York 11201)

ART

Art (High School), May 1974: 102 pp.

FOREIGN LANGUAGES

Foreign Language Revision Program: French, June, 1975: 99 pp.

Foreign Language Revision Program: Italian, June, 1975: 99 pp.

Foreign Language Revision Program: Spanish, June, 1975: 102 pp.

INDUSTRIAL ARTS

Industrial Arts Aerospace (Intermediate & JHS) Pt. II August, 1970: 120 pp.

Graphic Arts (Secondary), March, 1970: 159 pp.

Paste Make-up--A Teaching Guide, Summer, 1970: 76 pp.

Plastics (Secondary), June, 1967: 195 pp.

School Shop Safety Manual, October, 1977: 225 pp.

Teachers Handbook for the Handicapped (Available from: Industrial Arts Unit, New York City Board of Education, 347 Baltic Street, Rm. 102, Brooklyn, N.Y. 11201)

MATHEMATICS

Fundamentals of Math, Pt. I, November, 1978: 144 pp.

Fundamentals of Math, Pt. II, November, 1978: 136 pp.

MUSIC

Teaching Music, Gr. 5 & 6, December, 1975: 106 pp.

SCIENCE

Investigating our Environment, Science, Gr. 6, June, 1974: 248 pp.

SOCIAL STUDIES

Gr. 8: Urban Growth: Citizenship in a Changing Society, December, 1978